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ABSTRACT

This second annual color keyed evaluation report describes 17 State goals for vocational education, presents criterion questions for each goal, identifies quantitative evidence, analyzes data to measure the extent of attainment of the objectives, and develops recommendations. Written as an evaluation system for a State project to aid vocational education planning, goals were ranked by priority by State staff and local administrators of vocational education. Highest priority was given to insuring an adequate supply of competent teachers. Numerous tables, State maps, and circle graphs summarize the data. (AG)

ED 065681

VOCATIONAL EDUCATION IN GEORGIA

Report of the Georgia Advisory Council
1971

VT 016 049

1971 ANNUAL EVALUATION REPORT
of the
GEORGIA STATE ADVISORY COUNCIL
on
VOCATIONAL EDUCATION

To the
United States Commissioner of Education
and the
National Advisory Council
on
Vocational Education

Pursuant to
Vocational Education Amendments of 1968, Public Law 90-576

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FOREWARD

This second annual evaluation report of the Georgia Advisory Council for Vocational Education is the product of a system developed specifically for that purpose. The experience of compiling the first report indicated the complexity of the task.

The Council contracted with the University of Georgia to develop the system for state level evaluation. The project was directed by Dr. J. Marvin Robertson, assisted by Mr. Anthony Gergely. That system is designed to provide data to better enable the Council to advise on state planning, monitor progress toward fulfillment of the state plan, and to write an effective and valid annual evaluation report.

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Vocational Education in Georgia

"Why is vocational education necessary? It is the bridge between man and his work. Millions of people need this education in order to earn a living. Every man wants to provide for his family with honor and dignity and to be counted as an individual. Providing for an individual's employability as he leaves school, and throughout his worklife, is one of the major goals of vocational education. Vocational education looks at a man as a part of society and as an individual, and never before has attention to the individual as a person been so imperative."

The 1968 Report of the National Advisory Council on Vocational Education summarizes the need for vocational in the above quote. The recommendation contained in that report led to enactment of legislation known as the Vocational Education Ammendments of 1968. The Declaration of Purpose contained in that Act aptly states the mission of vocational education:

"It is the purpose of this title to authorize Federal grants to States to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the State--those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in post-secondary schools--will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training."

With the advent of the Vocational Education Ammendments of 1968 vocational education has taken on a new dimension. The emphasis on unique needs of each individual is apparent in the 1968 National Advisory Council Report and in the 1968 Ammendments.

The opening paragraph of the 1964 U.S.O.E. Review of Activities in Federally Aided Programs--Vocational and Technical Education reflects the more traditional manpower training approach:

"Vocational and technical education is America's answer to the crisis of business and industry for skilled workers. It qualifies persons for gainful employment in occupations which do not require a baccalaureate or higher degree. It conserves and develops our resources, prevents a waste of human labor, and increases the wage-earning power and productivity of individual workers. The American philosophy assigns to one's occupation a place of dignity and importance of his life. Traditionally, the gainfully employed are grouped with our most stable and respected citizens."

In Georgia, vocational leaders recognize that the framers of the legislation took into account the changing social and economic structure that has proven obsolete the old patterns through which individuals moved from childhood into adult work roles. Vocational education is re-defined as a developmental process - a process that would enable the individual to progress from childhood into the work role of an adult. This re-definition is implicit in the provisions of the Act which charge vocational education with providing programs that allow students to accomplish certain essential career development tasks in addition to acquiring job skills.

Vocational education curricula in Georgia is being designed to enable students to master the career development tasks of occupational choice, employability skills, job preparation, job entry, job adjustment and job advancement. It is assumed that these competencies are acquired over time - not at a single point in time - and the curriculum pattern reflects the need to allow students to accomplish different tasks to varying degrees at each educational level.

The intent, grade level of emphasis, and desired outcomes are summarized in Table 1.

Table 1. --Intent of a Developmental Vocational Curriculum

INTENT	LEVEL	DESIRABLE OUTCOME
Orientational	Grades K-6	Student acquires positive attitude toward work, school and increased knowledge of self in relationship to work
Exploration and Employability	Grade 7	Student makes tentative choice of broad occupational areas or of several occupational clusters for further exploration
Exploration, Employability and Job Preparation	Grade 8	Student makes specific choice of occupational cluster for in-depth exploration and for acquiring employability skills
Exploration, Employability and Job Preparation	Grade 9	Student makes choice of occupational cluster for entry-level job preparation and for further exploration
Job Preparation, Employability, Exploration, Job Entry and Job Adjustment	Grades 10-12	Student prepares for and satisfactorily enters an entry-level job, or seeks further education and/or job preparation
Job Preparation, Job Entry, Adjustment and Exploration	Post-Secondary	Student prepares and satisfactorily enters a specific technical or skilled occupation
Job Preparation, Upgrading, Job Entry Adjustment, Progression and Exploration	Adult	Student prepares for and satisfactorily enters a new occupation or updates and upgrades competence in existing occupational field

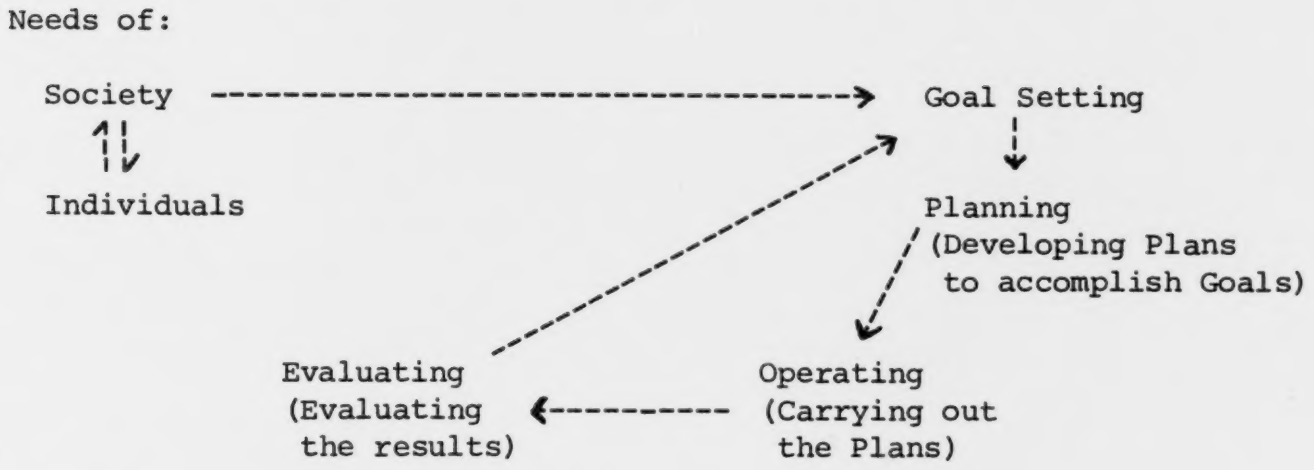
Emphasis on career development programs does not imply continued separation of vocational and academic education. On the contrary, the concrete experiences of vocational curricula should provide the basis for teaching all educational skills. Students should learn to read while reading about their relation to life through the work role; learn mathematics through application to concrete work experiences; and learn about our society through experiences rooted in the life role of earning a living.

The purpose of a career development curriculum in Georgia is to mold traditional academic and vocational programs into a single, relevant educational system that meets the needs of each individual.

In 1970 the first report of the Georgia Advisory Council on Vocational Education took a realistic look at the current status of vocational education in Georgia. Georgians have a long history of national leadership in vocational education. The original legislation - the Smith-Hughes Act of 1917 - bears the names of Senator Hoke Smith and Representative Dudley M. Hughes - both serving Georgia in the U. S. Congress. Subsequent legislation bears the name of the late Senator Walter George and a series of U. S. Representatives from the State of Georgia. The Georgia Advisory Council on Vocational Education was created in 1970 to help Georgia continue vocational leadership.

The prime responsibility of the Advisory Council, as mandated in the 1968 Amendments, is to advise the Division of Vocational Education on planning and to annually evaluate state programs. The two are interrelated in an effective management system.

MANAGEMENT SYSTEM



Compilation of the first Advisory Council evaluation report indicated the need for the development of a comprehensive system of evaluation. The Council contracted for the development of a system with the University of Georgia.

In the past, major evaluation emphasis was generally placed on the "educational process." Evaluation of the process was perhaps more common and easier to accomplish because arbitrary standards were easy to establish. The number of feet in a shop, equipment used, cost of program, etc., which were included were relatively easy to measure. However, other data for components, such as performance of the product, and trends in the world of work, were not as readily available.

Adequate evaluation requires the development of an effective evaluation system for gathering data that can be incorporated into the decision-making process for: (1) re-directing programmatic efforts; (2) planning annual and long-range programs; (3) meeting accountability requirements. The ultimate objective is to place into operation an evaluation system which can continously gather evidence, analyze it, and incorporate it into reports to

be utilized by the State Advisory Council and State Division of Vocational Education in program planning and implementation.

The first step was to develop a set of goals for vocational education. This was not an attempt to establish new goals; nor does it imply that vocational education had no goals. It required specific statement of a set of goals and general acceptance of those goals as the responsibility of Vocational Education in Georgia.

The goal setting process involved review of federal legislation, the Georgia State Plan for Vocational Education, the 1970 Report of the Georgia Advisory Council, the Georgia Education Professional Development Plan, and State Department budget documents and discussions with leaders in vocational education. A list of goals were deduced or assumed from the review.

The tentative goals were studied and modified by the Evaluation Sub-Committee of the State Advisory Council, adopted by that group and re-affirmed by the State Advisory Council. The goals were also accepted by the SDE Division of Vocational Education.

The seventeen goals were grouped in three categories. The first group are Directional Goals - those that indicate the direction or emphasis that vocational education should take. The second group are Level Goals - those that focus on the unique needs of individuals at each stage of vocational development. The third group are Supportive Goals - those that are needed to ensure the accomplishment of the other goals.

The Directional Goals and the area of concern are:

- Accessibility Goal

Provide for all Georgians ready access to realistic vocational education programs planned for actual or anticipated employment opportunities. Each program must develop the highest possible potential for career growth.

- Manpower Goal

To provide persons served by vocational education with skills, attitudes, and competencies compatible with the present and future needs of Georgia's employers.

- Holding Power Goal

To contribute to the holding power of educational agencies.

- Vertical and Horizontal Interlocking Goal

Organize a developmental vocational education program beginning in the elementary grades and continuing through each succeeding educational level until adulthood. Vocational education programs would be a core around which other school experiences could be organized, using the natural motivation of youth toward careers.

- Involvement Goal

To increase the meaningful and constructive involvement of local citizens, parents, students, local educators, and employers in the planning, operation, and evaluation of vocational education.

The Level Goals and the area of concern are:

- The Elementary Grades

Provide students at the elementary grade level with experiences necessary to acquire positive attitudes toward work and an increased knowledge of themselves in relation to work.

- Grades 7 through 9

Provide students in grades seven through nine with experiences necessary for making future educational and occupational decisions, for seeing the relationships between school and future employment, and for acquiring employability skills.

- Grades 10 through 12

Provide students in grades 10 through 12 with entry-level skills for broad occupational areas or preparation for post-secondary vocational education.

- Grades 13-14

Provide out-of-school youth in all communities of the state with ready access to pre-employment training and upgrading in specific semi-skilled, skilled, technical, and subprofessional occupations.

- Adult

Provide adults in all communities of the state with ready access to pre-employment training and upgrading in specific semiskilled, skilled, technical, and subprofessional occupations.

- Consumer Education (Home Economics)

To assist consumers to make wise use of income, improve the home environment, and improve the quality of family life.

The Supportive Goals and area of concern are:

- Teacher Supply Goal

Provide specific appropriations for teacher education necessary to prepare and upgrade a staff to implement the program.

Support an instructional materials laboratory within the university system of Georgia for preparing curriculum materials for local systems.

- Guidance Goal

Provide a vocational education program which helps develop positive work attitudes, facilitates good occupational and educational choices, makes possible employee upgrading and helps participants find suitable employment.

- Finance Goal

To provide adequate finance for vocational education and distribute funds in an equitable and effective manner that will provide incentive for expansion and quality.

- Leadership Goal

To provide leadership and consultation to local education agencies in program operations, program planning, and evaluation.

- Innovation Goal

To provide for the rapid dissemination of innovations to keep vocational programs up-to-date.

- Image Goal

To improve the public understanding of and attitude toward vocational education.

Evaluation of progress toward meeting the seventeen goals for vocational education in Georgia will provide the information necessary for planning and implementing the desired vocational education program for the citizens.

Criterion questions were developed for each of the seventeen goals adopted. When answered, the criterion questions indicate the extent to which the goal was accomplished. Each goal required from one to eight criterion questions.

Quantitative objectives to provide evidence needed to answer criterion questions were gleaned from the State Plan for Vocational Education and other SDE planning documents. In a few cases, additional evidences were added. However, the evidences called for in the quantitative objectives to answer criterion questions are a reasonably accurate reflection of the State Plan.

Appendix A is an example of one goal, the criterion questions, and quantitative objectives.

The completed goals, criterion questions, and evidences were compiled and presented to state staff and local administrators of vocational education for reactions, to gauge acceptance, and to indicate a priority for each goal.

Each goal, criterion question, and evidence was generally accepted by both groups. Some re-wording was required to better communicate the concepts.

Priority ranking of the goals by the two groups surveyed indicated

some differences in emphasis. However, both groups placed highest priority on the supportive goal of insuring an adequate supply of competent teachers.

Both groups ranked the "Level's" goals relating to Consumer Education and Elementary Grades with low priority. Supportive goals relating to State Leadership, Dissemination of Innovations, and Involvement of others were also given lower priorities.

Surprisingly, the Directional Goal relating to Holding Power and reduction of dropout rates received a low priority.

Widest disagreement between the two groups was on goals relating to Secondary Grades, Middle School Programs, Accessibility of Programs, and Guidance.

Data is summarized in Appendix B.

The Advisory Council has not ranked the seventeen goals by priority. Equal emphasis has been indicated for each goal. Knowledge of priorities of the persons responsible for program implementation - state staff and local vocational administrators - will assist the Council to advise the Division of Vocational Education on planning emphasis. For instance, low priority that the implementors placed on the holding power goal indicates a need to emphasize the importance of the goal in state planning.

The evaluation system becomes a process of goal setting, developing criterion questions for each goal, identifying quantitative evidence, gathering and analyzing data to measure the extent of attainment of each goal, and developing recommendations. That pattern is followed in the next section of the report.

Directional Goals

In this section the five Directional Goals adopted by the Advisory Council for Vocational Education are considered in detail. Each goal is analyzed in terms of the kinds of measures of attainment, current status and evidences of the extent of attainment, the adequacy of the goal area, and the Council's recommendations for improvement.

The Directional Goals and the area of concern are:

- Accessibility Goal

Provide for all Georgians ready access to realistic vocational education programs planned for actual or anticipated employment opportunities. Each program must develop the highest possible potential for career growth.

- Manpower Goal

To provide persons served by vocational education with skills, attitudes and competencies compatible with the present and future needs of Georgia's employers.

- Holding Power Goal

To contribute to the holding power of educational agencies.

- Vertical and Horizontal Interlocking Goal

Organize a developmental vocational education program beginning in the elementary grades and continuing through each succeeding educational level until adulthood. Vocational education programs would be a core around which other school experiences could be organized, using the natural motivation of youth toward careers.

- Involvement Goal

To increase the meaningful and constructive involvement of local citizens, parents, students, local educators, and employers in the planning, operation, and evaluation of vocational education.

Accessibility to Vocational Programs

Needs

The 1968 Ammendments mandate vocational education for all persons of all ages in all areas. In addition special efforts are required to reach persons that have not been reached by traditional programs. It is no longer enough to merely make vocational education available. The effort must be made to take vocational education to the people and to provide the extra help so that each individual can profit from vocational education.

Special emphasis is directed toward serving people who live in economically depressed areas, in areas of high employment, in areas of high population density, and who are disadvantaged or handicapped.

Goal

The Georgia Advisory Council for Vocational Education recommends that ready access to realistic vocational education programs be provided for all Georgians. Each program must develop the highest possible potential for career growth.

Accessibility to vocational programs is measured by:

1) persons served in economically depressed areas
2) persons served in areas of high population density
3) disadvantaged persons served
4) handicapped persons served
5) flexibility of curricular patterns
6) facilities expansion
7) congruence of vocational offerings with student interests and occupational goals

Status

Accessibility to vocational programs for persons living in economically depressed areas was attained to the extent that specific objectives

for various target populations were met. See Table 2 for a summary.

Table 2. --Accessibility Objectives in Economically Depressed Areas

Target Group	Potential Population	Current Goal	Current Status	Percent of Goal	Percent Served
Grade					
Exploratory (1-6)	97,740	2,320	1,650	71	1.7
Pre-vocational (7-9)	44,716	4,950	6,263	126	14.0
Secondary (10-12)	114,818	29,466	59,985	203	52.0
Post-Secondary (13-14)	99,547	1,703	1,703	100	1.0
Adults	325,116	19,060	16,487	86	5.0
Part G Coop	NA	2,432	662	27	---
Part B Coop	NA	1,086	NA	--	---
Post-Secondary Work Study	NA	225	150	66	---
Secondary Work-Study	NA	425	425	58	---

Areas of the state designated as economically depressed (EDA) are shown on Map 1 in Appendix C. Adult and post-secondary vocational programs are available in each EDA through the statewide system of area vocational technical schools. Regular vocational education programs are available to exploratory (K-6), pre-vocational (7-9), and vocational (10-12) students as shown on Map 2 in Appendix C. In addition, special projects have been funded in economically depressed areas as shown on Map 2.

Accessibility to vocational programs for persons living in areas of high population density was attained to the extent target populations were served as shown on Table 3.

Table 3. --Attainments of Accessibility Objectives in Areas of High Population Density

Target Group	Potential Population	Current Goal	Current Status	Percent of Goal	Percent of Potential
Exploratory (K-6)	NA	7,500	0	--	--
Pre-Vocational (7-9)	436,800	27,789	25,469	91	5.8
Secondary (10-12)	292,079	42,948	61,889	144	21.1
Post-Secondary (13-14)	709,685	8,292	8,507	102	1.1
Adult	2,285,806	73,265	60,382	82	2.6
Part B Coop	NA	6,181	NA	--	---
Part G Coop	NA	757	2,059	271	---
Work Study (10-12)	NA	400	264	6	---
New Area Secondary facilities	NA	7	4	57	---

Areas of the state designated as high population density are determined by the total enrollment of secondary students in the school system and are shown on Map 3 in Appendix C.

Programs are accessible to disadvantaged persons to the extent shown in Table 4. The programs are designed for persons who have academic, socio-economic, cultural, or other handicaps that prevent them from succeeding in

regular vocational education or consumer and homemaking programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services.

Table 4. --Attainment of Accessibility Objectives for Disadvantaged Persons

Target Group	Current Goal	Current Status	Percent of Goal
Pre-Vocational	---	22,768	--
Secondary (10-12)	34,839	33,043	95
Part G Coop	3,332	2,317	70
Part B Coop	2,223	NA	--
Post-Secondary (13-14)	4,268	2,331	54
Adults	16,651	23,650	142
CVAE	2,700	2,200	82
Secondary Grants	1,500	1,103	74
Post-Secondary Grants	750	502	66.9

Location of program offerings for the disadvantaged under special funding, exemplary or pilot programs, and new services are shown on Map 4 in Appendix C.

Programs of vocational education are accessible to handicapped persons as shown in Table 5. The programs are designed for the mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of

their handicapping condition cannot succeed in a regular vocational or consumer and homemaking program designed for persons without such handicaps, who for that reason require educational assistance or a modified vocational or consumer and homemaking education program.

Table 5. -- Attainment of Accessibility Objectives for Handicapped Persons

Target Group	Potential Population	Current Goal	Current Status	Percent of Goal	Percent of Potential
Total handicapped	493,081	18,076	25,297	140	5.1
Secondary (grant award)	---	1,500	NA	---	---
Post-Secondary (grant award)	---	400	1,549	387	---
Part B Coop	---	11,101	NA	---	---
Adults	---	546	4,162	780	---
Part G Coop	---	395	251	64	---
Exploratory (1-6)	---	---	---	---	---
Pre-Vocational (7-9)	---	926	4,518	488	---

Project grants and other special projects designed to provide vocational education to meet the special needs of handicapped persons are located as shown on Map 4 in Appendix C.

Vocational education has become more accessible to students through various methods of increasing the flexibility of the curriculum. Changes in curriculum are designed to meet the unique needs of individual students while maintaining the tradition of providing graduates with job

competencies needed by Georgia employers.

The curricular changes include:

A) Interdisciplinary secondary programs (17 schools)
B) Agriculture interlocked with academic programs in 8 secondary schools
C) Post-Secondary T & I curriculums that provide job entry skills each quarter
D) More flexible technical programs
E) Various training time options in post-secondary schools
F) Cluster curriculums adopted in 17 secondary schools
G) Secondary T & I programs scheduled in time blocks of less than 3 hours

More vocational programs become accessible to secondary students with the expansion of area vocational high schools. Five new schools became operational during the year. Enrollment in T & I programs in new area vocational high schools now in operation increased by 974 students compared to a projected increase of 4200 students. The location of area vocational high schools are shown on Map 5 in Appendix C.

Vocational education becomes truly accessible when each student has available a program congruent with his unique vocational interests; his occupational goals; and in job skills that are in demand. Most vocational education has been planned more to meet employer needs than to meet needs of the individual. Whenever possible, the vocational program should meet the needs of both.

In a pilot study conducted this year the occupational plans and vocational interests of students in one Georgia high school were inventoried. The plans and interests of the students were congruent with manpower needs in the area. The vocational program in the school was congruent with some manpower needs of the area but not with the interests and plans of students. The present program is compared with a program based on student plans and interests in Appendix D.

Adequacy of the Goal Area

Though vocational education is not yet accessible to every Georgian on an equitable basis, much progress has been made in the areas of emphasis - particularly in re-designing vocational education to include additional assistance to meet the needs of disadvantaged and handicapped persons.

Special consideration could be given to rural areas of low population density.

Attention to the percentage of potential population served in each category rather than total numbers would add more realistic measures.

The goal area of accessibility is one of the most adequately defined of the seventeen adopted by the Advisory Council.

Recommendations

1. The special needs of smaller rural schools and of large city systems are not being met to the degree that needs of middle sized systems are met. Strategies need to be identified to develop vocational education to serve potential populations in rural and large city areas.

2. Programs to identify potential dropouts and keep them in school need more emphasis.

3. The interests and characteristics of students should receive more consideration when developing local plans for comprehensive vocational programs.

Manpower Needs

Need

Traditionally vocational education has been organized around the manpower needs of employers. With the new emphasis on the unique needs of individuals, vocational education must provide that individual with marketable skills - those in demand in the manpower market.

Rapid economic development and a constantly changing technological industrial complex in Georgia requires a more flexible and a broader based program of vocational education. Vocational offerings must become congruent with manpower needs and curriculum regularly updated to teach current skills and competencies.

Goal

To offer vocational programs that will provide Georgian's skills, attitudes, and competencies compatible with present and future needs of Georgia's employers.

Meeting manpower needs as a basis for program planning in vocational education is measured by:

1) Congruence of vocational offerings and manpower needs
2) Congruence of vocational enrollments and manpower needs
3) Congruence of skills and competencies acquired and employer needs as indicated by the placement of students on jobs
4) Work attitudes of graduates
5) Identification of employment barriers other than the need for marketable skills

Status

The congruence of vocational education offerings with manpower needs in Georgia were attained to the extent that the quantitative goals were met. See Table 6.

Manpower needs are classified in occupational categories developed by the U. S. Office of Education from the Department of Labor's Dictionary of Occupational Titles (DOT). The occupational groupings adopted by the U.S.O.E. are designated as Office of Education Codes and referred to as O.E. Codes. In general, each service area (Agriculture, Home Economics, Distributive Education, Office Education, Trade and Industry, and Health) is expected to provide vocational education for a specific group of O.E. Codes.

Table 6 --Vocational Education Offerings by O.E. Code and Service Area

Target	Current Goal	Current Status	Percent Attained
Secondary by O.E. (10-12)	120	181	150.8
Ag Service and Mech	51	5	9.8
Occ. Home Econ.	2	37	1850.0
D. E.	32	22	68.75
T & I	40	51	127.5
O. E.	60	66	111.0
Post Secondary by O.E. (13-14)	65	74	114.0
Health	--	N/A	
Technical	5	N/A	
T & I	9	N/A	
D. E.	--	N/A	
Adult	--	173	

Congruence of vocational enrollments and manpower needs are reflected in the attainment of current quantitative goals for enrollment. Manpower needs are clustered within the vocational education service areas. (See Table 7).

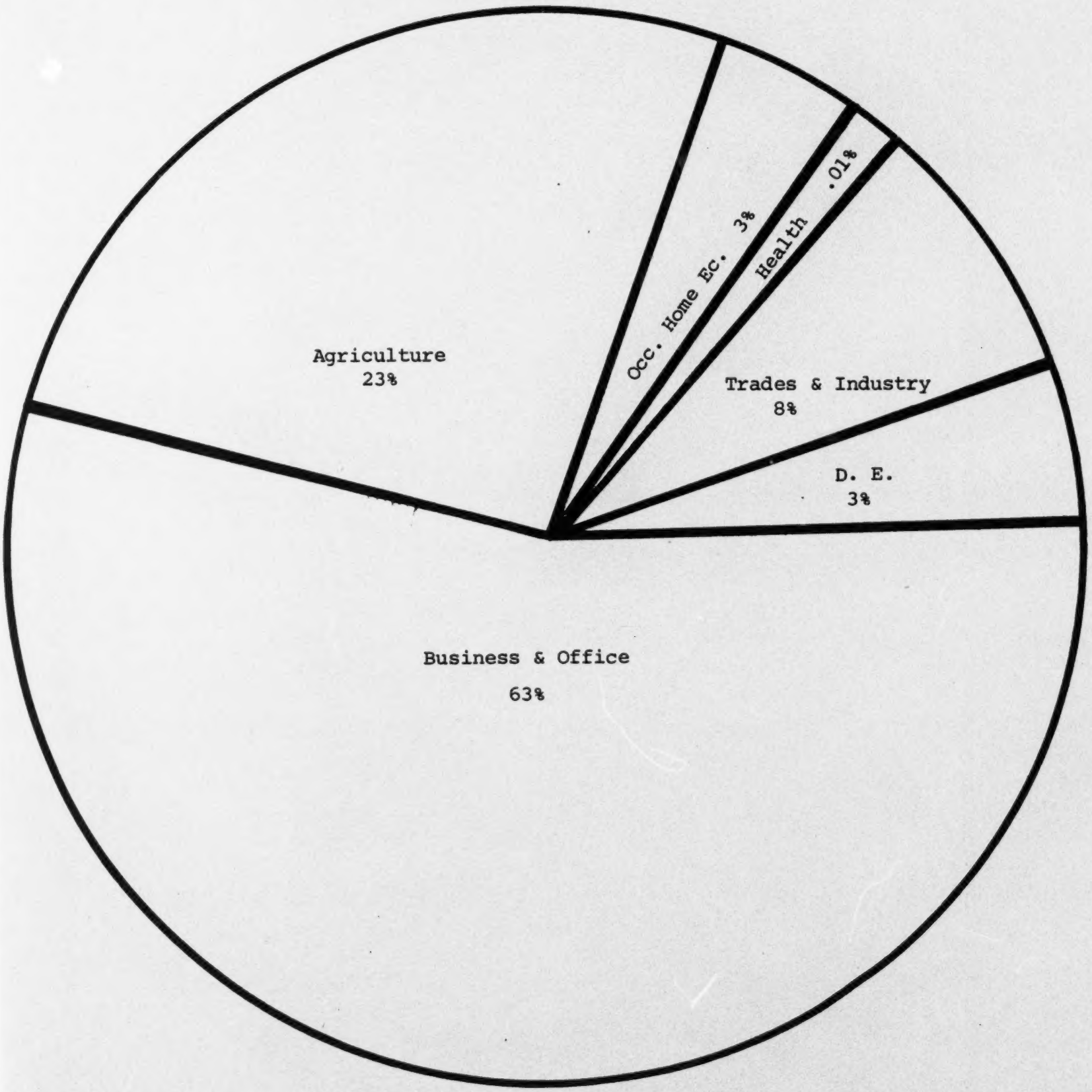
Table 7.--Vocational Enrollments in Relation to Manpower Needs

Target	Manpower Potential	Current Goal	Current Status	Percent of Goal	Percent of Manpower
Secondary (10-12)					
Agriculture	263,833	26,107	24,752	94.8	9.4
Distributive Ed.	144,384	3,617	3,623	100.0	2.3
Occ. Home Ec.	44,035	975	3,292	337.0	7.4
T & I	762,758	8,269	9,290	104.4	1.1
Business Ed.	478,124	71,400	68,568	96.0	14.3
Post Secondary (13-14)					
Agriculture	--	119			
Occ. Home Ec.	--	384			
Dist. Ed.	--	341			
Health	20,951	2,568			
Business Ed	--	3,406			
Trade & Industry	--	4,593			
Technical	27,009	1,702			

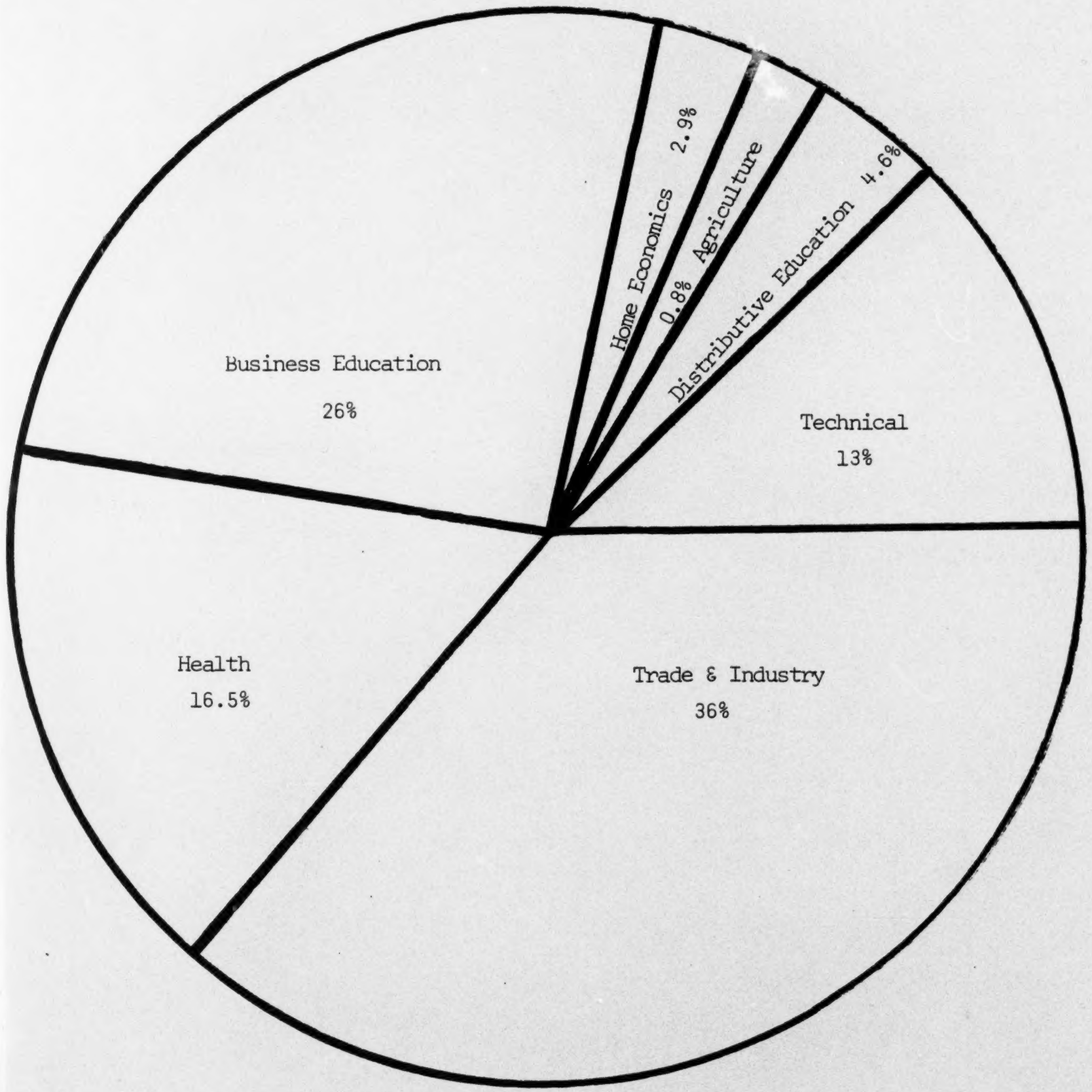
Enrollment percentage by service area in secondary programs is illustrated in Figure 1. Note that most of the students are in agriculture or business (office)education while jobs are increasing most rapidly in distribution (D.E.), manufacturing and construction (T&I), and services (Home Ec. and Health). Priority expansion of the latter programs is indicated.

Enrollment at the post secondary level (Grades 13-14) are shown by relative percentages in Figure 2. Note that the bulk of the enrollment is in Trades and Industry, Business (Office) Education, and Health. Priority

Secondary Vocational Enrollments by Program Area
1970-71



Post Secondary Vocational Enrollments
by Program Area
1970-71



expansion of programs in agriculture, distribution (D.E.), and technical areas are indicated.

Health, service, and distribution occupational categories need expansion at both secondary and post-secondary levels. Service occupations are in particular need of special emphasis. The job opportunities are expanding and no vocational program area assumes prime responsibility for service occupations.

Demand for the skills and competencies acquired by graduates by employers in Georgia is measured by the placement rates of graduates in the occupation for which trained. Secondary programs set a goal of placing 62% of graduates in jobs related to training. Actually 61% were placed.

Post-secondary programs set a goal of placing 93% of graduates in jobs related to training. The placement rate was 89%.

No placement goal was set for adult programs.

Work attitudes of vocational graduates should be satisfactory to employers. Measurement of the satisfactoriness of work attitudes is limited to placement rates of graduates.

Graduates are sometimes limited in employment opportunities by barriers other than having marketable job skills. The graduate may not want to relocate as jobs change; he may not know how to find employment; he may not meet arbitrary and unwarranted employment requirements; he may not possess needed tools, a license, or certification; or he/she may be limited by other discriminatory hiring practices. Little systematic study of problems encountered in placement has been initiated by vocational education.

Adequacy of the Goal

Much emphasis is placed on making program offerings and enrollments compatible with the demand for manpower. Employer needs will always change more rapidly than educational programs - partially because employer needs change first.

Job analysis and use of advisory councils help keep curricula in line with current skill demands of employers. Programs are designed around skill needs even though curricula may not always change as rapidly as industry.

Less is being done to check outcomes of programs. "Quality Control" in terms of skills, competencies, and work attitudes of graduates is limited to placement rates. If the graduate is employed it is assumed that he/she had acquired the designated skills, competencies, and work attitudes in the vocational programs.

Little has been done to identify employment barriers that vocational graduates might encounter.

Recommendations

1. Continued expansion of programs to provide skills needed in distribution and marketing, health, and in manufacturing and trades at the secondary level is recommended.

2. Expansion of programs to teach skills needed in agriculture, home economics, and distribution are needed at the post secondary level.

3. A system of checking the skill attainment and work attitudes of graduates at time of completion should be piloted. The teacher form in Appendix E is a place to begin.

4. A study to identify employment barriers encountered by vocational graduates should be conducted.

Holding Power

Need

Dropout rates in Georgia are among the highest in the United States. Approximately 1 of every 2 first graders entering school in Georgia graduate from high school. Much progress has been made in recent years but continued emphasis will be needed to solve the problem.

In addition, the failure rate in Georgia is alarmingly high. In 1970 29,167 students failed in grades 1-6, 18,222 in grades 7-9, and 12,420 in grades 10-12. Relevant education that meets the needs of students can increase the number of students completing an education. Education for an occupation can meet that need for relevancy.

Goal

The Advisory Council recommends that vocational education develop a comprehensive plan to reduce the number of dropouts and to increase the number of students moving from junior high into high school.

Holding Power of vocational programs is measured by:

1) extent that programs are designed to increase holding power
2) completion rates of current vocational programs

Status

School systems with dropout rates above the state average of 36% have been identified for special emphasis in program planning. Location of the systems are shown on Map 6 in Appendix C.

The extent that programs are designed to increase holding power is not clear. Two objectives were stated with no quantified goals set. The objectives are:

a) enrollment of non-high school graduates in post-secondary schools

b) priority expansion of K-10 vocational programs

Completion rates of students in programs give an indication of the direct holding power for students enrolled in vocational curricula. Generally, a high proportion of students do complete vocational courses.

In addition, special projects funded for disadvantaged and handicapped persons have included a commitment to reduce dropout rates in project schools. The success of these special projects indicate the contribution vocational education can make to increasing the holding power of Georgia schools. Data is summarized in Table 8.

Table 8 --Reduction of Dropouts in Schools with Special Projects

School	1970 Dropouts		1971 Dropouts		
	Number	Percent	Number	Percent	Reduction
Pickens County H.S.	162	20.2	39	4.8	123
Clarke County Central H.S.	171	7.6	115	5.1	56
Lowndes County H.S.	117	8.6	68	5	49
LaFayette H.S.	101	6.7	28	1.8	73
Coosa Valley H.S.	45	5.3	21	2.5	24

Attendance in the five secondary schools increased during the project year. At least one earned an extra teacher through the Georgia Minimum Foundation Program through a reduction in absenteeism that increased average daily attendance. In each school absentee rates were reduced one to three percent.

Five post secondary schools received special funding that included an emphasis on getting dropouts back into school at the post secondary level.

Adequacy of the Goal

The need for vocational programs that will contribute to the holding power of Georgia schools and reduce dropout rates is recognized throughout the planning documents. However, specific quantitative objectives, designation of responsibilities, and strategies to accomplish objectives are not well defined.

Unfortunately, state staff gave holding power the lowest priority of the seventeen goal areas. Local vocational administrators ranked the priority as thirteen of seventeen. The Advisory Council considers the goal to rank very high in priority.

Recommendations

1. Strategy should be developed to increase the priority that state staff and local vocational administrators give to dropout prevention aspects of vocational education.

2. Specific quantitative objectives and clear accountability for attainment of objectives is recommended.

3. Failure rates in Georgia schools are alarmingly high and contribute to the high dropout rates. Vocational education should develop more programs like CVAE to help students to succeed in school.

Vertical and Horizontal Interlocking

Need

The vocational curriculum should be designed to enable students to master career development tasks of occupational choice, employability skills, job preparation, job entry, job adjustment, and job advancement. Research substantiates that career development tasks are mastered in a process that extends over several years with the accomplishment of one task overlapping the partial accomplishment of others.

A developmental vocational curriculum should be organized as a nucleus around which general and academic education, guidance and counseling, and community resources can be integrated for teaching basic educational skills. The "learning by doing" activities in the vocational curriculum provide an alternative and contribute to the understanding of more abstract offerings. The motivating influence of work would promote the learning of all educational skills.

Goal

To vertically interlock vocational education in a career development curriculum beginning in the elementary grades and continuing through each succeeding educational level into adulthood.

To horizontally interlock vocational curricula with academic curricula utilizing "learning by doing" experiences of vocational education and the natural motivating force of work as the core around which other school experiences could be organized.

Progress toward attainment of the goal is measured by:

1) extent of vocational offerings in comprehensive high schools

2) mutual planning of vocational and academic programs
3) availability of curriculum guides for interlocking academic and vocational education

Status

In Georgia, a comprehensive high school is defined as:

A high school with at least 1000 students in grades 9-12 with a vocational education department comprised of at least six occupational programs offered as part of the high school curriculum. The vocational programs are specifically designed, equipped, staffed and administered for the purpose of preparing high school youth occupationally for entrance into the world of work or entrance into post-secondary education. The laboratory programs are offered on a two hour block of time basis for two years in length and special emphasis is given to correlating the content of the program with other academic subjects offered in the high school.

There are 20 high schools in Georgia presently classified as comprehensive serving 19,506 students. 5,508 students or 28% of those enrolled in comprehensive high schools are in vocational programs. Location of the comprehensive high schools are shown in Map 5 in Appendix C.

Vocational and academic programs planned to support mutual goals are presently occuring primarily on a pilot basis in Georgia.

Curriculum guides written to assist teachers to interlock vocational and academic curricula will assist in attainment of the goal to interlock. Guides identified in the State Plan for development this fiscal year were pre-vocational, cluster guides, and CVAE materials.

Vertical interlocking of vocational programs is being initiated by bringing vocational administrators of area high schools and post secondary area schools together at quarterly meetings to make plans for articulation at the local level. Joint meetings of teachers, counselors, administrators, and advisory councils are being used to implement articulation.

Adequacy of the Goal

The goal area is strongly supported by the Advisory Council. Vocational

education should be developmental in concept and begin with early elementary grades and continue through adulthood, meeting the needs of each age group. Vocational education should interlock with and support academic learning in Georgia schools.

Definition of activities and measurement of progress toward the goal are limited. Criterion questions and quantitative goals need to be redefined and expanded.

The strategy for attainment of the goal should be more clearly stated.

Recommendations

1. Area vocational high schools need to be defined to include the mostly rural schools under 1000 enrollment. Students in these schools often migrate to urban areas and have a critical need for skills marketable in both rural and urban areas.

2. More specific definition of interlocking objectives and additional progress measures are needed to focus attention on this important directional goal.

3. Horizontal interlocking of vocational and academic education will be on a limited scale until more direct access to academic teachers is found. The Division of Vocational Education is encouraged to investigate methods of acquainting all academic teachers, including teacher educators, with the need and methodolgy of interlocking curricula.

4. The Division of Vocational Education is requested to identify state curriculum requirements, guidelines, or funding patterns and accrediation requirements that limit the flexibility of local schools and thus limit the opportunity to fuse vocational and academic curricula.

Involvement of Others

Need

As vocational education moves away from traditional programs of selectivity for industrial needs to the maximum development of each individual more persons will be involved in planning and evaluating educational programs. To meet needs of disadvantaged and handicapped, those individuals will need to be consulted and assisted in identifying unique needs.

If the principle that those affected by programs should be involved in developing and evaluating those programs is valid, vocational educators must expand advisory groups to include parents, students, and teachers as well as employers, lay citizens, and administrators.

Goal

The Advisory Council recommends meaningful and constructive involvement of local citizens, parents, students, local educators, and employers in the planning, operation, and evaluation of vocational education.

Involvement is measured by the use of advisory councils at local and state levels in:

1) planning vocational programs
2) operation of vocational programs
3) evaluation of vocational programs

Status

The local plan for vocational education requires the names and signatures of local advisory council members. The local school system is asked to indicate the number of meetings each advisory group holds. The advisory council is not required to evaluate at the local level.

The State Advisory Council advises the Division of Vocational Education

on state planning. The Council has developed a system for annual evaluation of state level programs of vocational education that provides data for planning and that establishes the basis for making the state accountable for accomplishment of planned activities.

Adequacy of the Goal

Involvement is limited to advisory groups at the state and local levels. The State Advisory Council is utilized to advise in planning and to evaluate programs at the state level. At the local level advisory groups advise on the local plan and subject matter committees meet with teachers to advise on curriculum needs.

Improvement could be made in use of the parents, teachers, students, and lay citizens to assist with vocational education. The goal could be improved with definition of the groups to be involved, with more specificity of the kinds of involvement, and quantitative goals to measure progress.

Recommendations

1. At the local level increased involvement of general advisory committees in the development of comprehensive, system-wide plans for vocational programs and the evaluation of progress toward accomplishment of the planned activities is essential.

2. The State Department of Education should make a concerted and planned effort to involve school administrators, counselors, academic teachers, and students in local planning and evaluation. Too much of the program is now channeled through vocational personnel only.

3. The State Department is requested to specify desired outcomes of involvement and to develop quantitative measures of attainment.

Goals by Educational Level

Goal areas by educational level are based on the developmental concept of career education. The prime assumption is that each individual goes through a growth process with specific vocational development tasks essential in each stage. Proper performance of the tasks in each stage assures the individual will acquire the competencies needed to effectively perform the more complex tasks in the next stage.

Students are expected to master career development tasks of occupational choice, employability skills, job preparation, job entry, job adjustment, and job advancement. It is recognized that these competencies are acquired over time and curricular patterns allow students to accomplish different tasks to varying degrees at each educational level.

Developmental stages are roughly divided to correspond with five educational levels: elementary grades (1-6); middle school or junior high (7-9); senior high (10-12); post-secondary technical area schools (13-14); adults; and consumer (home economics) programs.

The goals by educational level are:

The Elementary Grades

Provide students at the elementary level with experiences necessary to acquire positive attitudes toward work and an increased knowledge of themselves in relation to work.

Grades 7 through 9

Provide students in grades 7 through 9 with experiences necessary for making future educational and occupational decisions, for seeing tne relation-

ships between school and future employment, and for acquiring employability skills.

Grades 10 through 12

Provide students in grades 10 through 12 with entry-level skills for broad occupational areas or preparation for post-secondary vocational education.

Grades 13-14

Provide out-of-school youth in all communities of the state with ready access to pre-employment training and upgrading in specific semi-skilled, skilled, technical, and subprofessional occupations.

Adults

Provide adults in all communities of the state with ready access to pre-employment training and upgrading in specific semiskilled, skilled, technical, and subprofessional occupations.

Consumer Education (Home Economics)

To assist consumers to make wise use of income, improve the home environment, and improve the quality of family life.

Vocational Education in the Elementary Grades

Needs

Research indicates that a student's attitude toward work is rather well developed by the time he reaches the sixth grade. In current elementary school textbooks, the focus is generally limited to professions rather than spread over the full scope of occupations. Many teachers also place most emphasis on professional occupations when vocations are discussed.

Students need an opportunity to view all work in a positive manner and to develop a proper outlook toward work during these important formative years.

Goal

Provide students at the elementary level with experiences necessary to acquire positive attitudes toward work and an increased knowledge of themselves in relation to work.

The goal for elementary grades is measured by:

1) the extent that programs are available
2) percent of target population enrolled
3) effectiveness of the programs

Status

Programs are available in elementary grades to a limited extent. Four elementary schools in Cobb County are part of a pilot project. Many schools have utilized seven guidance television programs broadcast by the state television system.

Curriculum materials developed for the P.E.C.E. program to be used with the television programs were distributed statewide to about 6000 schools.

Effectiveness of the program is based on an in-depth evaluation of the Cobb County pilot project.

Adequacy of the Goal

Greatest limitation is the lack of adequate funding to assure development and implementation of programs for the elementary grades. With funding available quantitative goals could be developed.

Recommendations

1. The state staff should develop a strategy to expand world of work programs to additional school systems in Georgia.

2. The state staff is requested to develop a legislative package for the state legislature that would provide funding for K-6 vocational education.

Vocational Education in Grades 7 through 9

Need

The middle school years, grades seven through nine, constitute a major education decision point. During this critical period many youth decide to leave school, but should find logical and convincing reasons for remaining in the classroom by identifying with possible career goals and by receiving guidance toward educational avenues through which these goals may be obtained.

Goal

Provide students in grades seven through nine with experiences necessary for making future educational and occupational decisions, for seeing the relationships between school and future employment, and for acquiring employability skills.

The goal for junior high is measured by:

1) enrollment in exploratory programs
2) enrollment in pre-vocational programs
3) effectiveness of programs

Status

The exploratory program is implemented through P.E.C.E. (Program of Educational and Career Exploration). P.E.C.E. programs enroll students in grades 7, 8, or 9 in a year long curriculum designed to provide experiences and knowledges to all students that will form a basis for more appropriate educational and occupational choices at future major decision points.

During 1970-71 the Division of Vocational Education was committed to

enroll 13,440 students in 70 P.E.C.E. programs. Actually 11,500 students were served in 65 programs - four percent of the 300,932 students enrolled in grades 7, 8, 9 throughout Georgia. P.E.C.E. program locations are indicated on Map 7 in Appendix C.

Pre-vocational programs are designed to provide more in-depth experiences to youth beginning in grades 8-9 to help them select a job cluster for additional skill training. The emphasis combines information about a cluster of occupations with enough specific skill training to make a realistic occupational choice.

Enrollments in pre-vocational programs are summarized in Table 9.

Table 9. --Enrollment in Pre-vocational Programs - Grades 8-9

Quantitative Goal	Potential Population	Current Goal	Current Status	Percent of Attainment	Percent of Potential
Total Enrollment	198,811	50,525	50,079	99.1	25.1
Industrial Arts		43,886	28,965	66.0	
Home Economics		------	12,618	----	
Business Education		------	6,000	----	
Voc. Agriculture		------	2,435	----	
Distributive Education		------	61	----	
Disadvantaged		25,344	22,768	89.8	
Handicapped		4,828	4,518	93.5	

The effectiveness of pre-vocational programs in helping students with vocational development tasks could be measured by:

a) number of students in grades 7-9 who will take two or more years of pre-vocational instruction
b) percent of students who make a tentative vocational choice by the end of grade 9
c) the percentage of students who enroll in vocational programs at the end of grade 9
d) testing for knowledge about self and occupations gained in P.E.C.E. programs

Adequacy of the Goal

The goal is receiving increasing emphasis; program models are being developed and implemented as rapidly as funding will allow. State staff gave development of programs in grades 7-9 highest priority among the seventeen goals.

As development progresses quantitative objectives of the effectiveness of the program will be needed. More definitive expected behavioral outcomes would aid measurement of goal attainment.

Specification of program elements across these critical three years, assurance that the full three year program is available to students, and articulation with the preceding and subsequent programs are essential.

Recommendations

1. A design for articulated programs across the junior high grades is needed. P.E.C.E. provides the basis for the design.

2. Definitive objectives by grade level, behavioral outcomes of programs, and continued evaluation of progress is recommended.

Vocational Education in Grades 10 through 12

Need

Students in grades 10 through 12 require flexibility in decision making and assistance in progressive movement from the school setting to their next logical step, either to work or to additional education.

Goal

Provide students in grades 10 through 12 with entry-level skills for broad occupational areas or preparation for post-secondary vocational education.

The goal for senior high is measured by:

1) enrollment of students
2) programs offered
3) enrollment of graduates in area post-secondary schools
4) completion and placement rates
5) work attitudes of graduates
6) entry skills graduates possess

Status

Enrollments in vocational education of students in grades 10-12 number 109,227; 50% of all the 218,760 grade 10-12 students in Georgia.

Programs are available to students in grades 10-12 in varying degrees. At the extremes are 3 systems (See Map 8 in Appendix C) that have no vocational offerings and 18 systems (See Map 9 in Appendix C) that have programs in all service areas except health - a program not generally available at the secondary level.

Numerical goals related to secondary program offerings are shown in Table 11.

Table 10 --Secondary Enrollments by Student Categories

	Current Goal	Current Status	Percent of Goal
Total	113,022	109,227	96.6
Disadvantaged	15,878	33,043	208.0
Handicapped	5,682	11,682	205.5
Part B Coop	9,462	11,431	102.8
Part G Coop	3,983	2,317	58.1
Work-Study	500	477	95.4

Table 11 -Secondary Program Offerings

	Current Goal	Current Status	Percent of Goal
Total by Service Area	260	181	70.0
Part G Coop	46	49	100.7
Work Study	35	23	69.0
Senior Plan	--	N/A	----
Access to Area School	--	22	----
5 or more vocational programs	--	17	----

Location of secondary programs by program area are shown on Maps 10 to 16 in Appendix C.

One of the goals set for fiscal 70-71 was to enroll 24% of the graduates of secondary vocational programs in post secondary schools. Twenty-one percent of the secondary graduates did enroll.

Placement of graduates on jobs after completion of programs is one criterion of the success of secondary vocational programs. Completions and placement rates are summarized in Table 12.

Table 12--Placement of Secondary Graduates on Jobs Related to Training

	Completions Predicted	Actual Completions	Percent Placed
Total	36,227	26,296	61.0
Agriculture		5,265	45.0
Occ. Home Ec.		1,600	9.0
Health		None	----
D. E.		2,137	90.0
Business Ed.		13,174	N/A
T & I		4,120	44.0

The extent that graduates possess desirable work attitudes when completing programs is another criterion of the effectiveness of vocational programs. A pilot study was conducted during 70-71 to develop and test instruments to measure work attitudes as evaluated by teachers and by employers. The instruments are given as Exhibits A & B in Appendix E.

If secondary programs are effective, students should possess job entry skills when completing programs. Four partial measures are:

a) satisfactoriness of job entry skills of graduates as evaluated by employers

b) number of schools maintaining a record of the job entry skills attained by graduates
c) number of occupational programs by O.E. code that identify specific skills taught and competency level attained
d) the number of graduates that receive entry salaries 10¢ per hour more than salaries received by non-vocational graduates

An instrument to obtain needed follow-up information from students was developed and tested in a sample of schools. See Exhibit C in Appendix E. Instruments shown in Exhibit A & B were piloted for some of the information from teachers and employers.

In addition, several secondary area vocational schools have developed measures of job skills as part of an effort to articulate secondary programs with post secondary programs.

Adequacy of the Goal

Quantitative goals for the secondary programs are adequate with the addition of the criterion questions relating to effectiveness. These were not a part of the State Plan for Vocational Education.

The effectiveness measures are primarily in the pilot stages and will require additional development and more extensive implementation.

Recommendations

1. Continued emphasis on programs to serve students with special needs and to expand programs in line with manpower needs is essential.

2. Measures of program effectiveness and quality control of local programs needs to be developed on a program and school specific basis.

Vocational Education at the Post Secondary Level (Grades 13-14)

Need

Students completing high school need occupational competencies to enter the labor market. Technological changes in industry validate that high school training alone is no longer sufficient.

Goal

Provide out-of-school youth in all communities of the state with ready access to pre-employment training and upgrading in specific semi-skilled, skilled, technical, and subprofessional occupations.

The goal area is measured by:

1) enrollment in post-secondary programs
2) completion rates
3) percent of youth 15-24 years of age enrolled
4) expansion of programs to meet needs
5) placement rates
6) work attitudes of graduates
7) job entry skills of graduates

Status

Enrollment in the statewide system of post secondary schools and 4 nursing programs is summarized in Table 13.

During 1970-71 it was predicted that 7,965 students would complete post secondary programs. Some 3,746 students completed programs.

Post-secondary schools set a goal for 1970-71 that 85% of all enrollees would be in the 15-24 year old age group; 84% were.

Some programs were added during 70-71 to meet identified specific needs.

Table 13--Post-Secondary Enrollments Statewide

Goal Area	Current Goal	Current Status	Percent of Goal
Total	12,932	14,814	114.0
Disadvantaged	2,309	3,557	110.0
Handicapped	1,293	1,549	129.0
Work Study	300	168	56.0

Table 14--Completion of Post Secondary Programs by Occupational Area

	Goal	Enrollment	Completions	Percent Completions
Total	7,965	14,814	10,518	71%
Agriculture	95	119	N/A	
D. E.	341	666	N/A	
Health	2,568	1,904	N/A	
O. E.	3,406	4,138	N/A	
Occ. Home Ec.	384	666	N/A	
T & I	4,593	3,680	N/A	
Technical	1,702	2,166	N/A	

These programs were:

a) to implement post secondary programs to teach consumer and family life skills
b) to offer work study to students
c) to expand post secondary schools

Attainment of the objectives are summarized in Table 15.

Table 15--Attainment of Objectives for Specific Needs

Need	Objective	Accomplishment	Percent of Goal
Consumer Ed	---	17	----
Work Study	25 schools	15	67.0
Expansion	29 schools	N/A	----

A criterion of the effectiveness of post-secondary programs is the placement of graduates on jobs. During 70-71 93% were placed on jobs. No record was kept of those who were placed by school placement services.

A second criterion of the effectiveness was the extent that graduates possess acceptable work attitudes as evaluated by employers and as evaluated by teachers. Implementation of a means to measure attainment of this goal awaits development of needed instrumentation. A beginning has been made in schools that are designing programs to articulate with secondary area vocational schools.

The third criterion of effectiveness is the extent that students possess job entry skills after completing programs. It is proposed that attainment be measured by:

a) testing students for competency level

b) job entry skills evaluated by the employer
c) job entry skills evaluated by the teacher
d) number of students that receive entry salaries 10¢ per hour more than non-vocational graduates

It is sometimes assumed that vocational programs are available to Georgians at the post secondary level because each section of the state is included in the service area of a school. Experience indicates that students seldom travel more than twenty (20) miles to attend a post secondary area school. Program availability within twenty miles is shown on Map 17 in Appendix C.

Adequacy of the Goal

The post secondary goal is well defined and generally implemented. Orientation may be more industrial than person directed. Sub division of target populations and identification of which populations are being reached would add specificity to measurements.

Additional specification of the role of post secondary programs in relation to the total developmental program would assist staff to articulate programs.

Measures of effectiveness are largely limited to placement information. More needs to be known about the job skills, work attitudes, and competencies of students at program completion independent of job placement.

Probably more data is presently available relative to post secondary preparatory programs than for any other phase of vocational education in Georgia.

Recommendations

1. Efforts should be continued to articulate post secondary programs with other programs of vocational education. The post secondary system statewide is a "self-contained" unit that could suffer by isolation from planning for other phases of a developmental vocational program in Georgia.

2. Information on the effectiveness of programs presently relies on follow-up and cost information. Involvement of teachers in placement and in the evaluation of skills attained at completion and other data related to goal areas is recommended.

Vocational Education for Adults

Need

Many Georgia adults are finding that their potential in industry is severely limited by inadequate educational preparation.

Goal

Provide adults in all communities of the state with ready access to pre-employment training and upgrading in specific semiskilled, skilled, technical, and subprofessional occupations.

The goal area is measured by:

1) enrollment of adults
2) programs offered
3) improvement of employment
4) coordination with other agencies

Status

Adults are provided vocational education to the extent that adults are enrolled in various programs. The major portion of adults served are enrolled in short-term courses funded and administered through the statewide system of post secondary vocational technical schools. The Industrial Coordinator operates out of the post secondary school and provides training upon the request of industry - primarily new industry. In addition, adults are served through secondary programs in agriculture, home economics, distributive education, and business education.

Adults served and the source of training are summarized in Table 16.

Table 16 --Adult Education Programs of Vocational Education

	Current Goal	Current Status	Percent of Goal
Post Secondary Schools			
Short Term		83,244	
Industrial Coord.		1,034	
Secondary			
Agriculture		10,724	
Home Economics		6,658	
D. E.		1,465	
Business Ed		----	
Totals	111,080	103,125	93.0

The availability (accessibility) of programs for adults is related to the number of offerings by O.E. occupational code. The SDE projected that 79 programs would be offered during fiscal 70-71. During that time 173 different programs were conducted. Offerings in post secondary short-term courses by occupational code groups are summarized in Table 17.

The effectiveness of adult programs of vocational education is partially dependent upon the extent that employment for the adult was improved. Completion and placement rates indicate improved employment. SDE predictions and accomplishments are summarized in Table 17.

In addition, some evidence of the increased value of the adult to the employer could be a good indication of the effectiveness of programs. Data required includes 1) increases in wages 2) promotion or increased responsibilities 3) more regular employment 4) decreased absenteeism.

Table 17 --Adult Offerings in Post Secondary Short Term Courses by O.E. Code

Occupational Code	Current Status	Completions	Percent Completing
Agriculture	59		
Distribution	6,877		
Health	3,631		
Home Ec.	10,696		
Office	28,599		
Technical	9,910		
Trade & Industry	38,455		
Other	4,473		
Total	102,690	56,606	55%

A number of agencies provide vocational training for adults. Coordination of activities is essential. The Division of Vocational Education coordinates programs through secondary schools, post secondary programs, and MDT - all under direct supervision of the Director of Vocational Education.

Coordination with other agencies is accomplished through participation in Comprehensive Area Manpower Planning System (CAMPS) and by advisory councils at all levels that include administrative personnel from other manpower agencies.

Adequacy of the Goal

In general, adult vocational education in Georgia is an aggressive, well planned program with primary responsibility assigned to the post-secondary area schools. More emphasis has been placed on needs of employers

than on the identification of the needs of target populations.

Planning for MDT has been separated from the State Plan for Vocational Education because the program is funded under different federal legislation.

Follow-up of students and other measures of the effectiveness of adult education has not been a coordinated and continuous effort. More is being done than is reflected by the State Plan or by the evaluation criteria based on the State Plan.

Recommendations

1. Adult programs are presently a secondary responsibility of some supervisors of local programs, segments of the post secondary area schools, and of MDT. More comprehensive and coordinated planning is recommended.

2. The SDE should develop and implement some follow-up of adults and utilize some measures of the effect of programs upon recipients.

Programs for Consumers

Need

In addition to the on going programs of useful and wage earning home economics the 1968 Vocational Amendments charge vocational education with new responsibilities for consumer and family life skills for populations with special needs.

Many Georgians are limited in knowledge of how to utilize earnings to best provide for family needs. Knowledge of homemaking skills, use of money, use of credit, relative value of services, and planfulness are examples of areas of concern.

Goal

To assist consumers to make wise use of income, improve the home environment, and improve the quality of family life.

The goal area is measured by:

1) programs offered
2) enrollment of persons in economically depressed areas
3) programs offered to improve the use of income
4) effectiveness of programs

Status

Specific programs to improve use of family income and improve family life of disadvantaged populations have been provided in economically depressed areas. (See Map 1 for location of EDA).

The extent that persons are enrolled in the programs is the criterion measure of the accessibility of the programs. Table 18 summarizes the programs and enrollments.

Table 18 --Consumer Programs and Enrollments in Economically Depressed Areas

	Programs		Enrollments	
	Projected	Actual	Projected	Actual
Secondary	200	N/A	24,328	21,361
Post-Secondary	27	N/A	666	N/A
Adult	87	N/A	2,487	2,570

No objectives for or measures of the effectiveness of consumer programs have been developed for general use. The extent that the life of disadvantaged persons is improved by consumer programs is assumed.

Adequacy of the Goal

The goal requires improved definition of desired outcomes, quantification of objectives so that measurement of progress will be possible, and development of evaluation data that will indicate any improvement in the utilization of family income, knowledge and use of homemaking skills, and improvement of the home environment.

The task outlined for home economics education would be easier to assess if it were more clearly defined. The program has responsibilities in career exploration, pre-vocational, traditional homemaking skills, wage earning occupations, adult programs, and the consumer mandate of the 1968 amendments. It is not always clear which operational program is designed to produce which outcomes.

Recommendations

1. The state plan should clarify the various roles of consumer and home economics programs, identify programs and strategies related to each role, and clarify objectives and measures of attainment.

Goals for Supportive Activities

The attainment of directional goals for vocational education in Georgia and the implementation of effective programs at the various educational levels will be facilitated by certain supportive activities. The supportive activities are intended to result in:

1) an adequate supply of teachers
2) appropriate guidance
3) adequate finance
4) competent state leadership
5) dissemination of innovations
6) public understanding of vocational education

The specific goals in these six areas are:

Teacher Supply

Provide specific appropriations for teacher education necessary to prepare and upgrade a staff to implement the program.

Support an instructional materials laboratory within the university system of Georgia for preparing curriculum materials for local systems.

Guidance

Provide a vocational education program which helps develop positive work attitudes, facilitates good occupational and educational choices, makes possible employee upgrading and helps participants find suitable employment.

Finance

To provide adequate finance for vocational education and distribute funds in an equitable and effective manner that will provide incentive for expansion and quality.

Leadership

To provide leadership and consulation to local education agencies

in program operations, program planning, and evaluation.

Innovation

To provide for the rapid dissemination of innovations to keep vocational programs up-to-date.

Image

To improve the public understanding of and attitude toward vocational education.

Teacher Supply

Need

Implementation of vocational programs is dependent on an adequate supply of competent teachers. The rapid expansion of vocational education in Georgia, the development of many new and different programs, the constant need for change in existing programs, the evolving role of the teachers in new situations with different population groups including the disadvantaged, and the implementation of the career development vocational concepts have combined to place a multitude of new demands on teacher education. The challenge must be met if vocational education is to realize its full potential in Georgia.

Goal

Provide specific appropriations for teacher education to prepare and upgrade a staff to implement the program. Support an instructional materials laboratory within the university system of Georgia for preparing curriculum materials for local systems.

Attainment of goal for teacher education is measured by:

1) formal inservice education provided present vocational personnel
2) formal inservice to acquaint academic teachers with their vocational role
3) education of teachers for new and emerging programs
4) congruence of areas of need and area of graduation
5) placement of graduates in teaching
6) program change as a result of inservice education
7) satisfactoriness of new teachers to employing district

Status

Upgrading of present teachers and meeting specific new needs is accomplished to the extent that formal inservice education is provided. Objectives and accomplishments are summarized in Table 19.

Table 19 --Formal In-Service Programs - 1970

Target Group	Objective	Programs Projected	Programs Actual	Enrollment Projected	Enrollment Actual
Counselors & Voc. Teachers	work with disadvantaged	1	1	175	145
Teachers	"Back-to-Industry"	1	1	100	105
Post Secondary Personnel	Methods to serve handicapped	-	1	---	18
CVAE Teachers	School year In-Service	1	1	30	50
Post Secondary Personnel	Supervision for disadvantaged	1	1	---	25
Area Secondary Personnel	Cluster curriculum	1	1	---	30

Formal in-service education to acquaint academic teachers and administrators with their role in vocational education was projected for 1970-71. Implementation of a developmental career education program (vertical interlocking) that utilizes the occupational role of the **student** as a core for learning experiences (horizontal interlocking) requires that academic teachers and administrators understand their place in vocational programs. Programs are summarized in Table 20.

Table 20--In-Service Vocational Education for Academic Teachers and Administrators

Target Group	Objective	Current Goal	Current Status
Junior High & Secondary Teachers	Coordinate Vocational and Academic Programs	200	150
Elementary Teachers	Fuse career exploration	200	200
Principals (7-12)	Program development role	50	30
Vo-Ag Teachers and Sec. Academic Teachers	Interlock Vo-Ag and Academic Curriculum	100	123

As new and emerging programs are developed and implemented, teachers must be prepared for the new roles. Three new and emerging programs identified for fiscal 70-71 were exploratory, Part G cooperative, and trade, technical, and health cluster curriculums that would require teachers with baccalureate degrees. Accomplishments are summarized in Table 21.

Table 21--Personnel Prepared for New and Emerging Programs

Program	Teachers Projected	Number Prepared
Exploratory - P.E.C.E.	50	50
Part G Coop - C.V.A.E.	45	40
Trade, technical and Health with B. S.	30	23[1]

[1]Enrollees are in first year of a planned three year program.

On-going programs of teacher education are expected to graduate persons in the areas of need and to adjust programs as needs change. New kinds of teachers are needed as new programs are designed. The extent that teacher education programs graduate persons in areas of need is summarized in Table 22.

Table 22--Teacher Education Graduates by Area of Need*

Teaching Area	Total Now Teaching	Annual Projected Need	Number Graduated 1969	1970
Vo-Ag	320	20	19	17
Useful H. Ec.	574	125	117	145
Occ. H. Ec.	82	20		
D. E.	113	20	8	9
Office	1143	192	126	215
T & I	591	16	7	9
Technical	126	2	--	--
Health	85	3	--	--
PECE	70	35	35	40
CVAE	67	30	40	40
I A (Pre-Voc)	552	72	57	67
Voc. Admin.	170	25	--	N/A
Voc Guidance	40	8	N/A	N/A

* In 1969, 55% of graduates entered teaching. In 1970, 58% taught.

In the new and emerging programs, the need develops more rapidly than teachers can be prepared. Therefore, teachers previously prepared for other positions are provided additional preparation to meet immediate demands. Teacher preparation for new areas generally lags some time behind. The need will be met to the extent that it is identified and adequate funding provided.

One measure of the effectiveness or efficiency of teacher education programs is the extent that graduates are placed in teaching. One standard of comparison is the long term national trend of one graduate in two entering teaching. Results are summarized in Table 23.

Table 23 --Graduates Placed in Teaching by Occupational Area for 1969 and 1970

Occ. Area	1969			1970		
	Grads	- Teaching	%	Grads	- Teaching	%
Agriculture	19	13	68	17	12	71
D. E.	8	3	38	9	6	67
Office	126	104	83	215	59	27
Industrial Arts	57	38	67	67	44	66
Trade & Industry	7	6	86	9	6	67
Home Economics	117	59	50	145	88	61
Total	334	223	67	462	215	47

A second measure of the effectiveness of teacher education is the extent that new teachers are satisfactory to employing districts. Data from one

college of education in the state system indicates that principals are generally satisfied with beginning teachers.

A third criterion of the effectiveness of teacher preparation is the extent that teachers change programs as a result of inservice activities. The answer must await evaluation of the programs affected by the teachers prepared.

A list of teacher education programs preparing vocational teachers and the location of the institutions is included in Appendix F.

Adequacy of the Goal

Teacher supply is being given needed additional emphasis through the EPDA program. More focus by the legislature and Board of Regents could result in more adequate funding to meet emerging needs. The goal area has good focus but does not yet receive the attention warranted by the priority ranking of the goal by State Department staff and local vocational administrators.

To date nothing has been done to specifically implement a curriculum materials center within the University System of Georgia. A number of curriculum development projects have been contracted to institutions within the system. Some curriculum functions are carried on by the Division of Vocational Education in the State Department of Education.

Recommendations

1. The SDE should continue to utilize EPDA monies to meet both immediate and long range goals in teacher education. A more comprehensive vocational teacher education program should result.

2. Efforts to establish a vocational curriculum laboratory within the university system should be intensified.

3. SDE working with the Teacher Education Council should investigate means of acquainting academic teachers and educational administrators with their role in vocational education.

Guidance Services

Need

Vocational education based on developmental concepts and designed to meet the unique needs of each individual places a premium on adequate counseling and guidance services. Students need to know and understand themselves better and have a broader and more adequate knowledge of the world of work to make realistic occupational choices. Developmental tasks of job placement, job adjustment, employability skills, and job advancement require more comprehensive guidance services.

Goal

Provide a vocational guidance program which helps develop positive work attitudes, facilitates good occupational and educational choices, helps participants find suitable employment and makes possible employee upgrading.

The goal area of guidance services is measured by:

1) extent of vocational counseling services
2) development of materials to assist counselors with vocational counseling
3) extent of job placement services

Status

Guidance services are provided through the Division of Vocational Education at the post-secondary and adult levels. To the extent that quantitative goals set by the SDE are met, programs are being provided as projected. Data is summarized in Table 24.

Table 24 --Vocational Guidance Services Provided to Post Secondary Students and Adults

Objective	Current Goal	Current Status
Post-Sec. Student Counselor Ratio	1/400	1/271
Time used for Pre-Admission Activity	33%	N/A
Adult Counseling Centers	5	none
Workshops for New Personnel	--	6 days

In addition, an effort has been made to modify post secondary guidance activities to emphasize reaching the disadvantaged.

A series of materials were projected to be developed to assist counselors with vocational counseling. These include:

1. Development of 100 occupational briefs especially designed for counselors to use with disadvantaged students
2. Development of a guide to assist counselors working with disadvantaged and handicapped students.
3. Development of a counselor's guide to assist counselors with K-12 students.
4. Development of materials for Tech Days.
5. Assistance with statewide television presentations.

One criterion of the effectiveness of guidance services was the extent that job placement services were provided. Objectives and accomplishments are summarized in Table 25.

Table 25 --Job Placement Activities and Accomplishments

Activity	Current Goal	Current Status
Hold Tech Days	24	24 schools
Involve Companies in Tech Days	--	531
Place students at Tech Days	--	N/A
Placement by PECE Coordinators	50%	N/A
Placement in D & H Projects	--	N/A

Adequacy of the Goal

Guidance activities are focused at the post secondary level for day students preparing for job entry. Responsibilities, objectives, and measurement of progress at the levels of elementary, middle school, secondary school, and adult are not clearly defined. Progress at these levels is apt to be slow until a focus can be established through clear definition of responsibilities, objectives, and measurement of progress.

Recommendations

1. The SDE should study the total guidance needs and propose a program to the advisory council that would meet the needs of persons through all developmental stages.

Finance

Need

All educational services require an investment of the resources of local, state, and federal governmental agencies. Vocational education is no exception. Quality programs require adequate financial support.

Effective vocational education increases the productivity of workers, attracts industry to Georgia, and moves individuals from the role of tax dependent to the role of taxpayer.

Adequate financing of vocational education is an investment in the future of Georgia and her people.

Goal

The Advisory Council goal for finance asks the State of Georgia to provide adequate finance for vocational education and distribute funds in an equitable and effective manner that will provide incentive for expansion and quality.

The goal area of financing vocational education is measured by:

1) expending funds in areas of high priority
2) construction of facilities
3) cost-effectiveness/cost benefit

Status

Finances must be spent in areas of highest priority if needs are to be met in order of priority. The priorities, projected expenditure, and actual expenditures are summarized in Table 26.

Table 26 --Projected and Actual Expenditures by Identified Priorities

Priority	Projection	Expenditure
Areas of High Population Density	$6,138,966	N/A
Economically Depressed Areas	2,008,436	N/A
Work Study Funds in specific areas	75%	N/A
Consumer & H.E. Funds for D & H in specified areas	33%	N/A
D & H Projects in ten Sec. Schools	600,000	162,091
D & H Projects in five P. S. Schools	300,000	197,953

Projections committed funds to expand or construct area vocational for secondary student at 13 sites. Monies were spent for 5 construction projects. Construction sites are shown on Map 18 in Appendix C .

To assure that funds are channeled to programs that make most effective use of them, all special projects are on performance contracts. Specific quantitative objectives have been set, records kept on accomplishment, and annual evaluations scheduled. Continued funding is contingent on meeting performance obligations.

Development of adequate cost data for all programs would facilitate more equitable finance. Post secondary and short-term adult courses are attempting to develop cost data and use the data in management.

Adequacy of the Goal

Funding needs to be related directly to each of the seventeen goal areas

to focus priorities. Dollar designations would indicate the degree of commitment to each priority and would indicate financing needs to funding agencies with more clarity.

Cost-benefit and cost-effectiveness studies are needed to evaluate the outcome in relation to costs.

Recommendations

1. The SDE should tie budgeting and finance to the seventeen goals for vocational education.
2. Cost benefit and cost effectiveness studies of vocational education programs should be piloted.
3. Funding some programs by performance objectives should be continued on a pilot basis.

State Department Leadership

Need

The Division of Vocational Education in the Georgia State Department of Education is responsible for statewide planning, operation, and evaluation of vocational education. The state staff, through various leadership functions, provides assistance to local school systems.

The kind, amount, and quality of vocational education provided to students at the local level is dependent on effective state leadership.

Goal

To provide leadership and consultation to local education agencies in program planning, program operation, and program evaluation.

The goal area of state department leadership is measured by:

1) development of strategies to implement priorities identified in the state plan
2) consultation on program operation
3) leadership in local program planning
4) assistance in local program evaluation

Status

The development of strategies to implement priorities is mixed. It appears that no clear responsibility for planning, operating, and accomplishment of each objective is definable.

Leadership and consultation on program operation is attained to the extent that process objectives spelled out in the State Plan are met. This is a clear effort to quantify objectives in measurable terms and assess attainment of those objectives. In general, no data system was available to monitor progress during the year. Data is summarized in Tables 27, 28, and 29.

Table 27 --Process Objectives for Secondary Schools

Objective	Current Goal	Current Accomplishment
Schools will offer a comprehensive program of vocational education	--	20
Schools will have special programs to prepare students for post-secondary education	44	N/A
Schools will have definite in-service plans for their staff	90	N/A
Schools with programs that will have signed co-op arrangements, Spec. Ed. & Voc. Rehab.	10	N/A
Schools will have special projects designed to more effectively provide vocational education to disadvantaged and handicapped youth	36	5
Schools with programs that will offer short-term training designed to provide entry level job skill to those youths who are about to leave school without a skill	5	N/A
Schools will implement vocational curriculum clusters	18	17
Schools will interlock their vocational and academic curriculum in one or more areas	29	17
Schools will develop and implement articulation plans	14	N/A
Schools will have a developmental program of vocational education that includes exploratory, pre-vocational and vocational programs	22	N/A

Table 28 --Process Objectives for Post-Secondary Schools

Objective	Target	Accomplishment
Schools will have special career counseling for adults	--	14
Schools will have related instructors, occupational instructors, coordinators, and other personnel	24	25
Schools that will take steps to place students in the world of work who do not complete prescribed programs	25	25
Schools will have special guidance functions	21	14
Schools will have available educational instruction for students with educational deficiencies	2	14
Schools that will identify the extent to which the related classes of math, communication skills and consumer family life skills that will be correlated with occupational learning experiences	2	8
Schools that will have definite in-service plans for their staff	15	18
Schools with programs that will have signed co-op arrangements - Spec. Ed. and Voc. Rehab.	2	3
Schools that will implement state curriculum guides	25	25
Schools that will make as many as five modifications in their curriculum to serve disadvantaged and handicapped youths	--	3
Schools that will make sales an option for at least three other areas	--	1
Schools that will devise special outreach programs to enroll unemployed and under-employed adults	2	6
Schools that will increase by 10% the number of adults enrolled beyond a 20-mile radius of their school	3	15
Schools that will implement quarterly enrollment in 75% of their course areas	13	13
Schools with programs that will increase the number of non-high school graduates enrolled in full-time programs by 10% over 1969-70 figures	1	5
Schools that will develop and implement articulation plans	10	12

Table 29 --Process Objectives of Elementary and Junior High Schools

Objective	Goal	Accomplishment
Elementary schools that will fuse career orientation into their existing curriculum	5	4
Junior high schools will initiate at least two of the pre-vocational guides being developed and interlock these with their academic programs	27	N/A

Leadership in program planning is provided in the form of assistance with meeting the requirements for the local plan for vocational education. No objectives or progress measures related to SDE responsibility to provide leadership for local planning are clearly defined in the State Plan for Vocational Education.

Similarly, SDE objectives and progress measures for leadership in evaluation of local vocational education is not clearly defined in the State Plan.

Adequacy of the Goal

Progress and commitment on the part of the State staff is apparent. Focus on a clear direction and on definable responsibilities are not a part of the State Plan for Vocational Education.

Recommendations

1. The SDE should develop and implement a planning and management system based on the seventeen goal areas and quantitative objectives.

2. A planning system that includes all the activities and responsibilities of the Division of Vocational Education - not limited to federal legislation - should be developed and implemented.

3. State staff responsibilities to local districts in program planning and evaluation should be clearly defined and measures of progress identified.

Dissemination of Innovations

Need

Change is the only constant in a rapidly changing technological society. The requirements of employers, the needs of society, and the unique needs of each individual to be served by vocational education are in a dynamic state of change. In these times vocational education must be dynamic and constantly adapting to new demands.

Research is required to identify changes, design programs to meet the changing demands, and to evaluate progress. New programs generally begin as pilot efforts with successful elements becoming integral parts of statewide efforts. Dissemination of research findings and of successful pilot programs to teachers throughout Georgia is essential if changes are to be translated into meaningful programs at the classroom level.

Goal

To provide for the identification of and rapid dissemination of innovations to keep vocational programs up-to-date.

The goal area of disseminating innovations in vocational education to local programs is measured by:

1) exemplary programs funded
2) identification of successful innovations
3) dissemination of innovations

Status

Exemplary program funds under the Director were committed to implement the P.E.C.E. program during fiscal 70-71. Sixty-five programs were implemented to serve 11,500 students. The commissioners share of the funds are

financing a K-12 career development vocational education program in the Cobb County School System.

Dissemination of innovations has been primarily on a workshop and intern basis. Workshops have been conducted by the University System and follow-up provided through year long internships that included regular contact with the individuals that conducted the workshops.

One method used to identify successful innovations was to build evaluation into all specially funded programs.

Adequacy of the Goal

Identification and dissemination of innovation to keep vocational education changing to meet needs is recognized by the S.D.E. However, more clearly defined objectives and identified measures of progress would enhance chances for success. The goal area deserves more direct attention than it receives.

Recommendations

1. Research and dissemination needs to become a more definite part of planning and management with criterion questions and measures of progress identified.

Public Image of Vocational Education

Need

Vocational education must be understood by the various publics to gain adequate support for programs. Our society places high value on the dignity of work. A man's occupation and his ability to provide for his family supplies basic meaning for other life role's. The contribution of vocational education to the work role of each individual, when understood, will form the basis for a favorable public image.

Students preparing for occupations deserve at least equal prestige and consideration as students preparing for a college degree.

Goal

To improve the public's understanding of vocational education and to insure a positive public image.

The goal area of public understanding of and attitude toward vocational education is measured by:

1) parental understanding of vocational programs
2) parental attitudes toward vocational education

Status

A pilot study to develop and test an instrument to determine the understanding and attitudes of parents was conducted in South Georgia. The instrument is included in Appendix E.

Adequacy of the Goal

The goal will require additional criterion questions and other evaluation measures to make a full contribution. Attitudes of other groups might be added such as employers, academic teachers, vocational teachers, and administrators.

Recommendations

APPENDICES

APPENDIX A

Example of Goal, Criterion Questions, and Evidences

Accessibility Goal

To increase the accessibility of vocational programs for those populations to be served.

1. CRITERION QUESTION

To what extent are persons served in economically depressed areas?

EVIDENCES

(a) 2320 exploratory students be enrolled from economically depressed areas

(b) 4950 pre-vocational students (7-9) will come from economically depressed areas

(c) 29,466 vocational students in grades 9-12 will come from economically depressed areas

(d) 1703 post-secondary students will enroll from economically depressed areas

(e) 19,060 adults will be enrolled from economically depressed areas

(f) Establish _____adult programs in economically depressed areas

(g) 2,432 Part G cooperative students reside in economically depressed areas

(h) 1086 Part B cooperative students reside in economically depressed areas

(i) 225 post-secondary work-study students from economically depressed areas

(j) 425 secondary work-study students enrolled from economically depressed areas

2. CRITERION QUESTION

To what extent are persons served in areas of high population density?

EVIDENCES

(a) 7500 exploratory students be enrolled from areas of high population density

(b) 27,789 pre-vocational students (7-9) will be located in areas of high population density

(c) 42,948 secondary (9-12) vocational students will be located in areas of high population density

(d) 8,292 post-secondary students will reside in areas of high population density

(e) 73,265 adults will be enrolled from areas of high population density

(f) 6181 Part B cooperative students (7-12) enrolled in schools in high population density areas

(g) 757 cooperative Part G students (7-12) enrolled in schools from areas of high population density

(h) 400 secondary work-study students in areas of high population density

(i) Locate 7 new area secondary vocational schools in areas of high population density

3. CRITERION QUESTION

To what extent are disadvantaged persons served by vocational education?

EVIDENCES

(a) Enroll 34,839 disadvantaged secondary students

(b) Provide educational and vocational services to 4,268 disadvantaged students in post-secondary schools

(c) 16,651 disadvantaged adults will be enrolled

(d) 2,651 disadvantaged complete programs

(e) 3,332 disadvantaged enrolled in Part G cooperative programs (2665 2 grades below level) (667 in families under $3000

(f) 2,223 disadvantaged enrolled in Part B cooperative programs (1115 - 2 grades below level) (1108 families under $3000)

(g) Provide 8 LEEP programs in post-secondary schools for 400 disadvantaged students

(h) Provide 60 CVAE programs for 2700 disadvantaged students

(i) Serve 1500 disadvantaged persons through project grant awards

(j) Serve 750 disadvantaged students in post-secondary schools through grant awards for special projects

(k) Develop _____special outreach programs to meet the needs for disadvantaged adults

(1) Serve _____disadvantaged in pre-vocational programs

4. CRITERION QUESTION

To what extent are handicapped students served by vocational education?

EVIDENCES

(a) Enroll 18,076 handicapped

(b) Serve 1500 secondary handicapped students through project grant awards

(c) Serve 400 handicapped students in post-secondary schools through grant awards for special projects

(d) 11,101 handicapped adults will be enrolled

(e) 546 handicapped enrolled in Part B cooperative programs

(f) 395 handicapped enrolled in Part G cooperative programs

(g) 926 handicapped complete programs

(h) _____enrolled in exploratory and pre-vocational programs

5. CRITERION QUESTION

To what extent can curricula be adjusted to increase accessibility?

EVIDENCES

(a) _____New interdisciplinary programs between industrial arts, academic and vocational education with emphasis on serving potential dropouts, handicapped, and disadvantaged

(b) Adjust 8 agricultural curriculums to interrelate with academic programs

(c) Modify _____curriculum in post-secondary T & I to provide entry level skills in each quarter

(d) Increase the flexibility of technical curriculum in _____post-secondary schools

(e) Provide short-term, long-term and part-time options to students in _____post-secondary office programs

(f) _____secondary schools adopt a cluster in curriculum in _____or more areas

(g) _____secondary T & I programs schedule on less than the 3 hour time block

6. CRITERION QUESTION

To what extent are facilities to be expanded?

EVIDENCES

(a) Six new area vocational high schools become operational

(b) Increase T & I enrollment by 4200 in the 13 newly constructed area vocational high schools

7. CRITERION QUESTION

To what extent are vocational offerings congruent with vocational interests and occupational goals of students?

EVIDENCES

(a) _____% of students are enrolled in a program congruent with his stated occupational choice and/or inventoried interest.

APPENDIX B

Ranking of Goals by Selected Vocational Educators in Georgia

GOAL	State Department					Local Vocational Administrators					Combined Rank
	Response Pattern			Score	Rank	Response Pattern			Score	Rank	
	Hi	Ave	Low			Hi	Ave	Low			
I K-6	17	19	8	97	15t*	20	13	6	92	16t	16
II 7-9	37	7	0	125	1	30	9	1	109	7t	3
III 10-12	33	0	10	109	10	37	1	1	114	2	7
IV P.S.	34	10	0	122	3	33	6	1	112	3	2
V Adult	30	13	1	117	8	28	11	1	107	10	10
VI Accessibility	32	11	1	119	5t	25	11	3	101	11	8t
VII Guidance	21	21	1	106	12	30	9	1	109	7t	11
VIII Manpower	38	8	1	119	5t	31	8	1	110	5t	5t
IX Finance	33	9	1	118	7	33	5	2	111	4	5t
X Teacher Ed	35	9	0	123	2	36	3	1	115	1	1
XI Consumer Ed	19	19	2	97	15t	18	17	4	92	16t	17
XII Holding Power	23	13	1	96	17	25	11	1	98	13t	15
XIII State Leadership	26	13	3	107	11	23	10	5	94	15	13
XIV Interlock	33	7	2	115	9	32	5	3	109	7t	8t
XV Public Image	34	8	2	120	4	31	8	1	110	5t	4
XVI Dissemination	22	18	1	103	14	24	12	2	98	13t	14
XVII Involvement	29	13	1	104	13	25	12	1	100	12	12

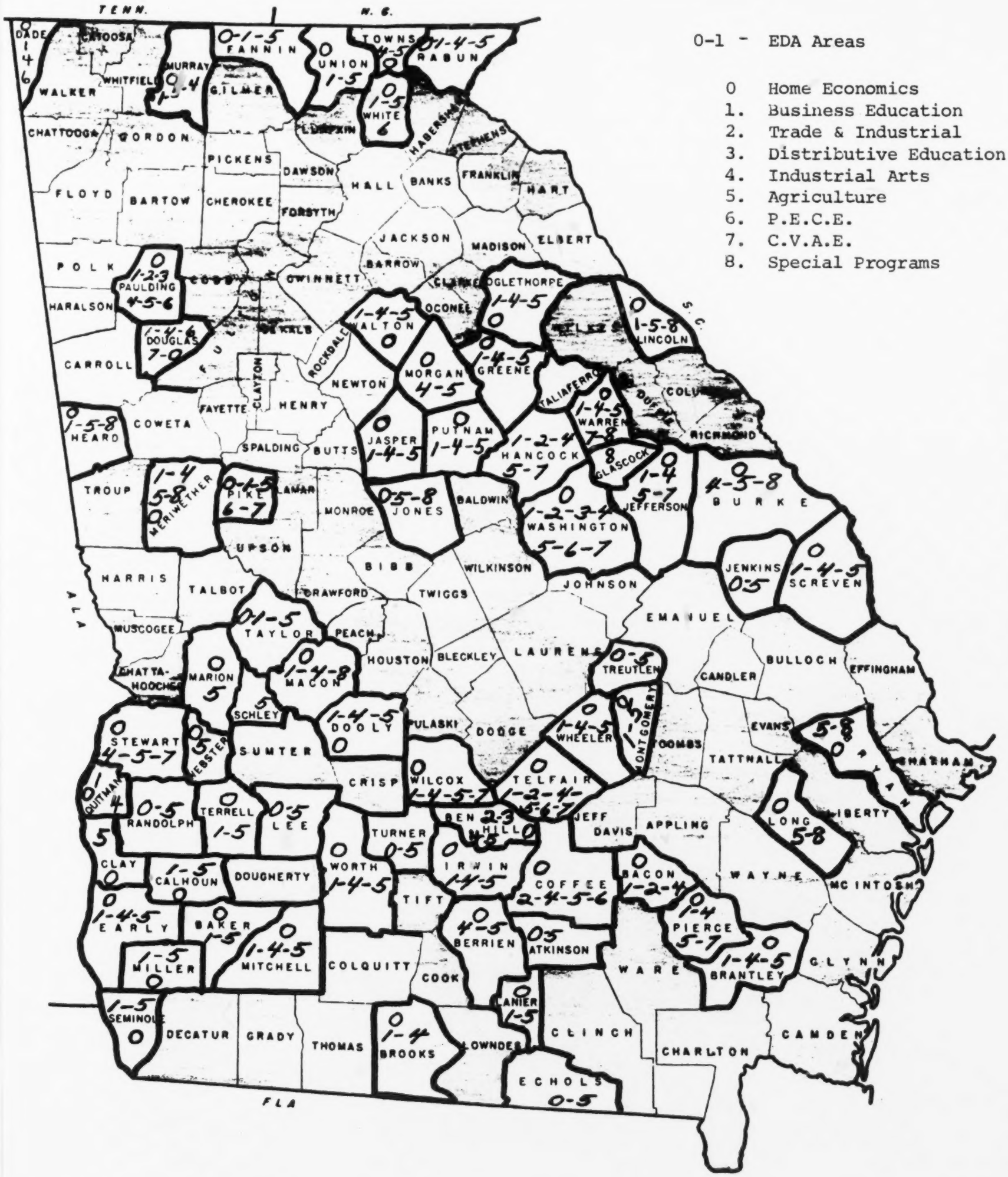
*t = a tie in rank

APPENDIX C

Map 1

Economically Depressed Areas in Georgia

Map 2
K-12 Programs available in Economically Depressed Areas



0-1 - EDA Areas

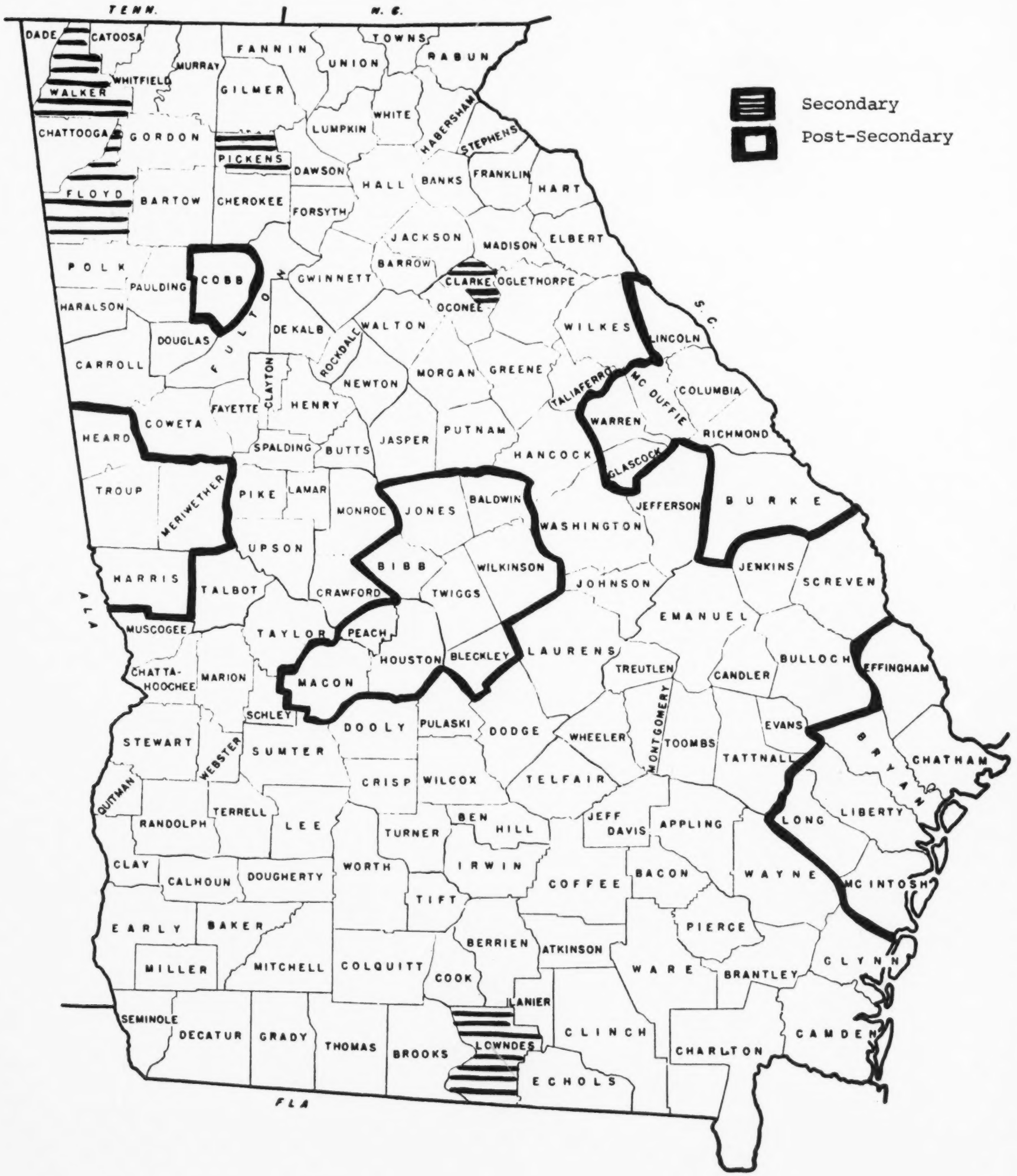
0 Home Economics
1. Business Education
2. Trade & Industrial
3. Distributive Education
4. Industrial Arts
5. Agriculture
6. P.E.C.E.
7. C.V.A.E.
8. Special Programs

Map 3

Areas of High Population Density in Georgia

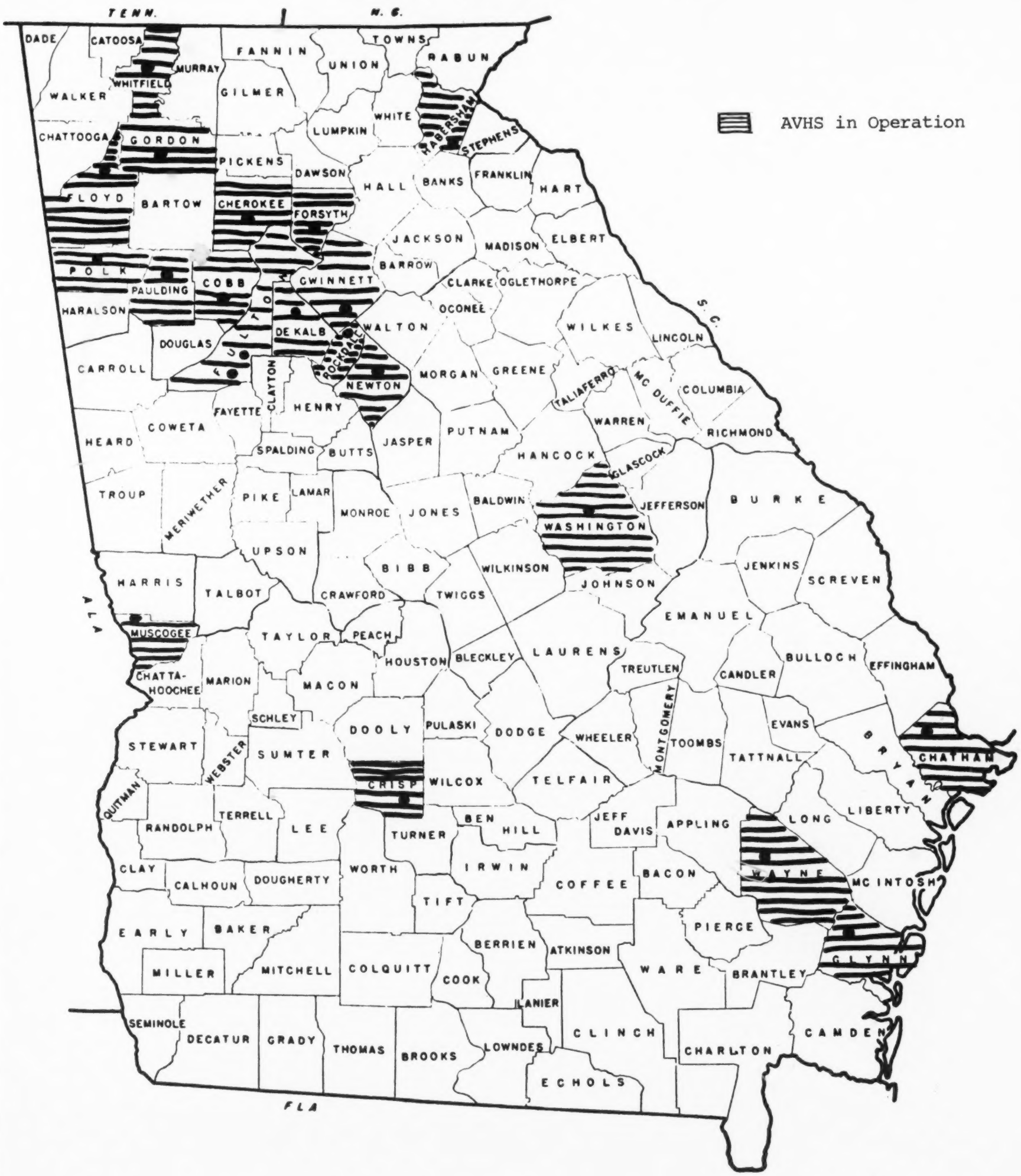
Map 4

Location of Special Projects for the Disadvantaged and Handicapped

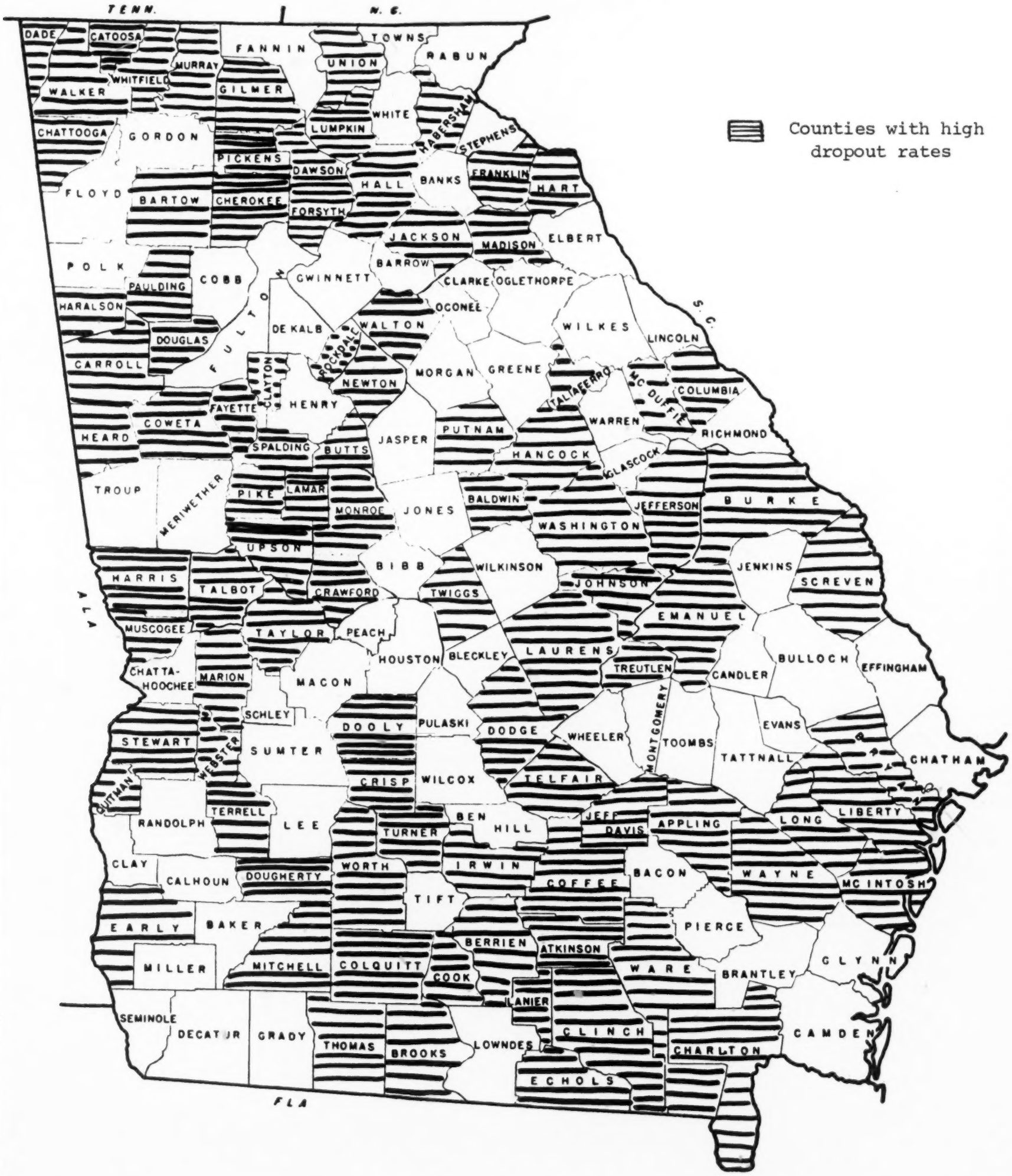


Map 5

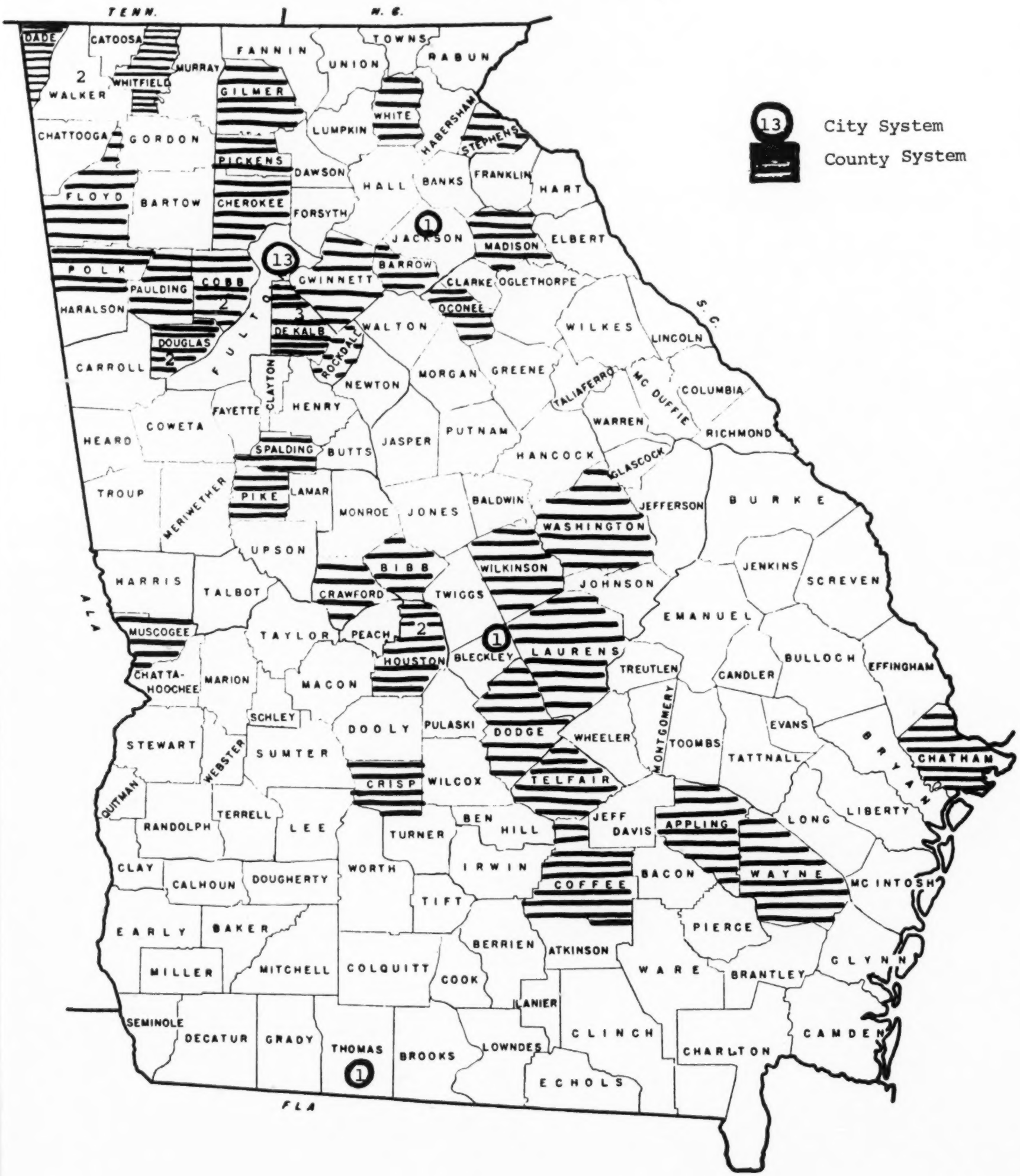
Area Vocational High Schools in Operation



Map 6
Counties With Dropout Rates Higher Than
The State Average Dropout Rate



Map 7
LOCATION OF PECE PROGRAMS
70-71



Map 8
Local School Systems (Grades 10-12)
With No Vocational Programs

Map 9
Local School K-12 Systems
With Six Vocational Areas

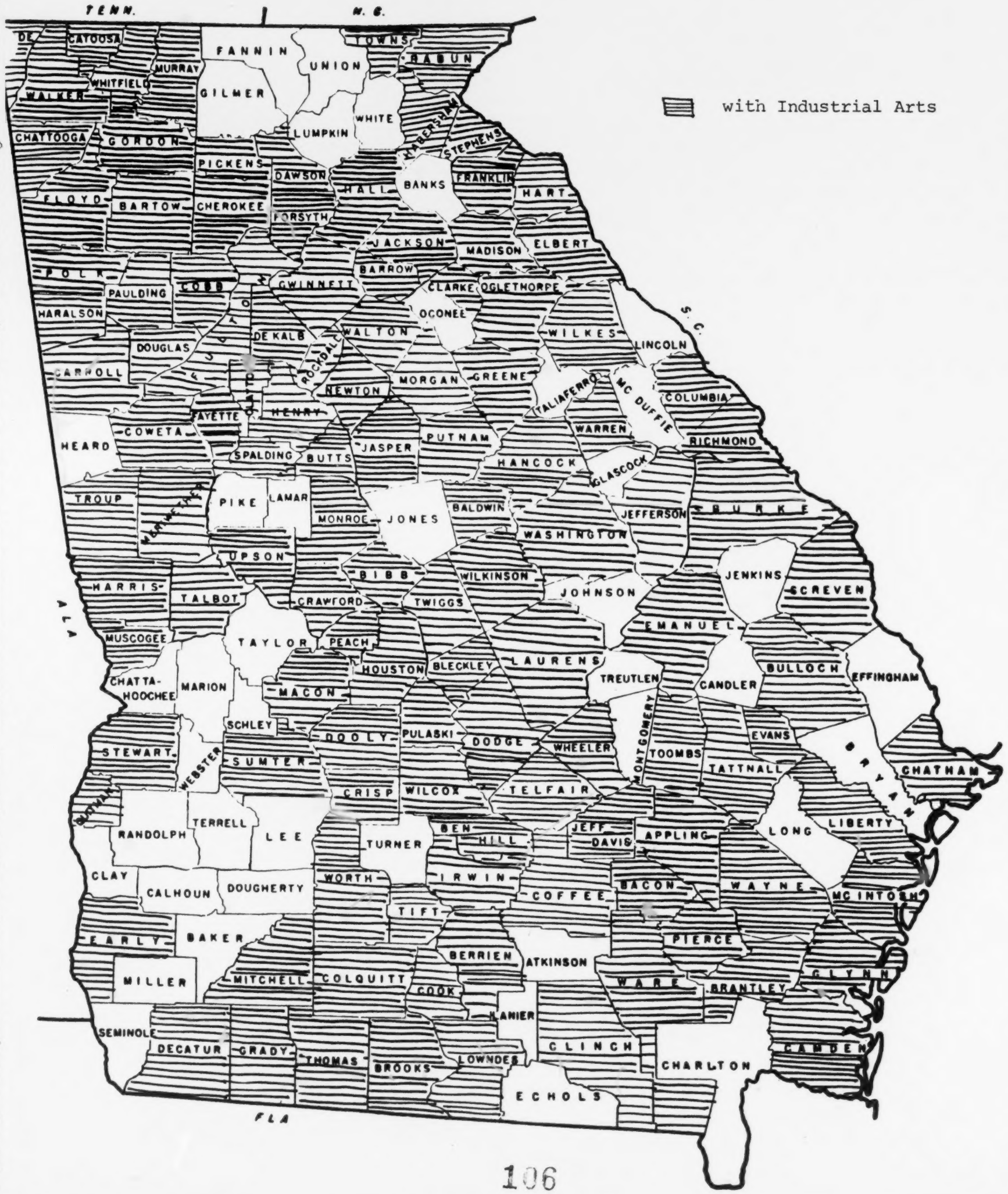
* Agriculture, Trades and Industry, Home Economics, Distributive Education, Business Education, Industrial Arts.

Map 10
Local School Systems (Grades 10-12)
with Programs in
Vo-Ag

Map 11
Local School Systems (Grades 1-12)
with Programs in
Home Economics (Useful and Gainful)

with Home Economics

Map 12
Local School Systems
with Programs in
Industrial Arts



Map 13

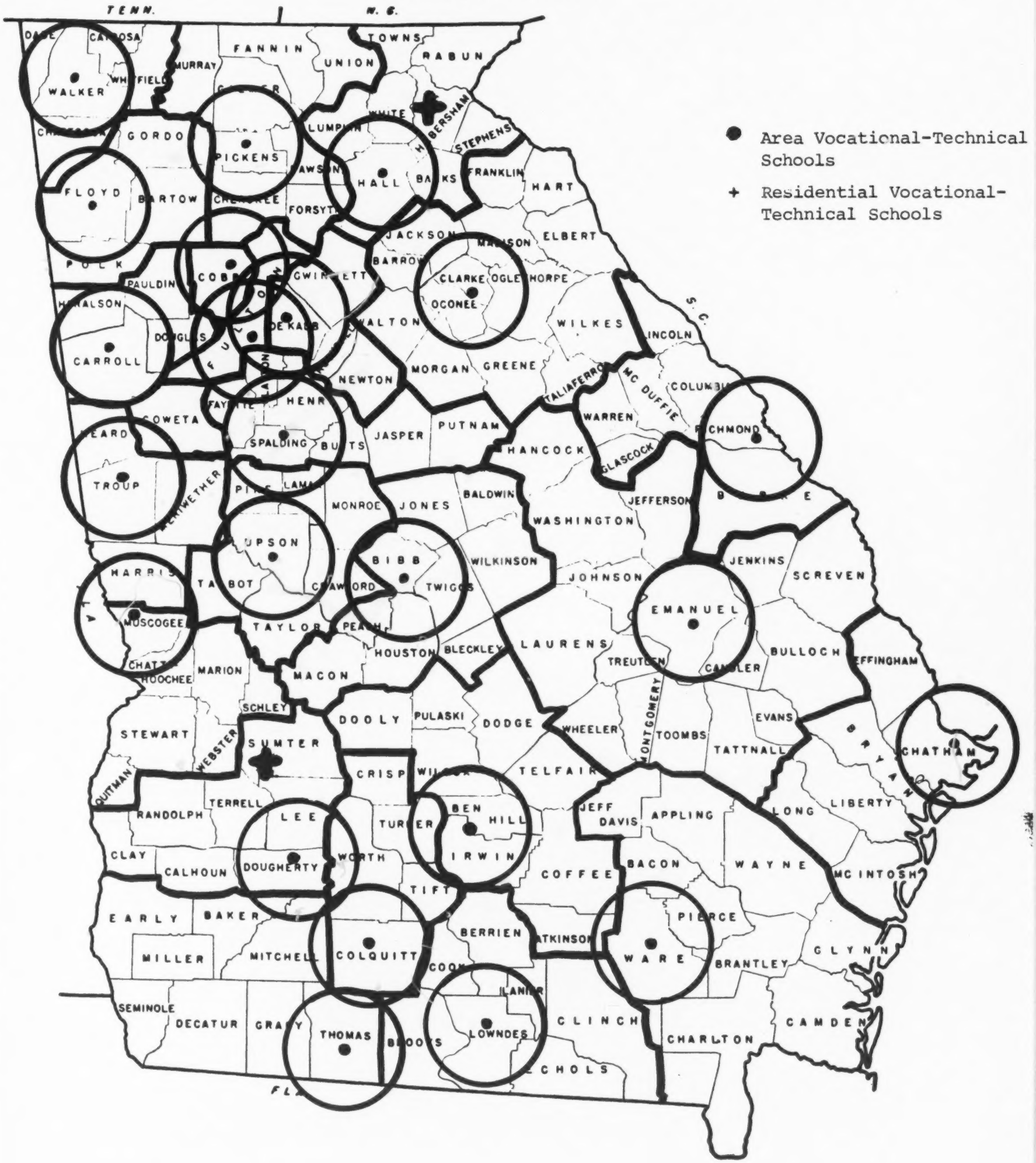
Local School Systems (Grades 9-12)
with Programs in
Trade & Industry

Map 14
Local School Systems
with Programs in
Distributive Education

Map 15
Local School Systems (Grades 9-12)
with Programs in
Business Education

Map 16
Local School Systems
with CVAE Programs

Map 17
Post-Secondary Vocational-Technical Schools with Service Areas
and Twenty Mile Radius



Map 18

Area Vocational High School Constructed in 1970-71

APPENDIX D

Summary of Ohio Vocational Interest Survey
Data for a High School
1970-71 Grade 10

Number Tested - 314

High School Program vs. Post High Plans

61% Preceive themselves to be enrolled in college preparatory programs

37% Plan to attend a college or university

Need for Exploratory Courses

30% Either have no post high school plans or are undecided

19% Did not indicate a vocational program choice

24% Did not indicate a second choice of vocational program

Interest in Vocational Education

85% Were enrolled in or wanted to enroll in a vocational program

Vocational Program Choice

Table 1 summarizes Vocational Programs selected by students. Present offerings in the school negate many of the choices.

If one assumes that Grade 11 and 12 students have similar interests, enrollments would be adequate to support each of the eleven programs summarized in Table 1. Two-thirds of the Grade 10 students could be enrolled in the first choice program if the eleven were available.

Table 1 --Vocational Program Choice of Tenth Grade Students

Vocational Program	Number Students Selecting First Choice	Second Choice
1. Secretarial	38	23
2. Electronics	25	17
3. Office Practices	24	25
4. Cosmetology	22	15
5. Practical Nursing	18	11
6. Dental Ass't, etc.	16 (75% boys)	13
7. Commercial Art	15	9
8. Forestry, etc.	14	11
9. Mechanics	13	16
10. Data Processing	11	15
11. Drafting	10	13
	206	168

APPENDIX E

EXHIBIT A

TEACHER QUESTIONNAIRE

INSTRUCTIONS

Most items on this questionnaire require only a mark or number to give your answer. Please answer all items ACCURATELY. The information will be used for research and will be STRICTLY CONFIDENTIAL. Use a separate form for each student.

THANKS FOR YOUR HELP ON THIS IMPORTANT STUDY

1. Student's Name_____ 2. Year Student graduated from high school: Mo.____ Yr.____

3. Below are ways students are influenced to select a vocational course. In your opinion, how important was each to this student's choice of a vocational program in high school. Place a number to the left of each item.

1. No Influence 2. Little Influence 3. Some Influence 4. Much Influence 5. Major Influence

_____1 Books and magazines
_____2 Parents
_____3 Friend of the student
_____4 Job opportunities
_____5 Part-time job
_____6 School teacher
_____7 School counselor
_____8 School principal
_____9 Course graduate
_____10 Other, specify_____

4. Did your school offer the vocational program he/she really wanted to take?

_____1 Yes....If Yes, did he/she get to take it?———— _____1.1 Yes, took the course wanted
_____2 No _____1.2 No, could not take the course wanted because _____

5. The student's first job was_____(Check here_____ if you do not know and omit questions 6 and 7).

6. How did this student get his/her first full-time job after leaving high school?

_____1 By answering a want-ad
_____2 Private employment agency
_____3 State employment agency
_____4 Help of school teacher
_____5 Help of school counselor
_____6 Help of school principal
_____7 Help of school placement service
_____8 Help of friend or relative
_____9 Through school coop program
_____10 Do not know

7. Was the first full-time job in the trade or field for which he/she was trained for in high school?

If Yes: Indicate how well your vocational courses prepared him/her for the first full-time job.

_____1 Exceptionally well-prepared: training covered all essentials required by first job.
_____2 Well-prepared on the whole: but there were some important gaps in training
_____3 Poorly prepared: much that was needed to know was not covered in vocational course

If No: Mark reason below:

_____1 No job available in area of training
_____2 Learned new job by continuing school
_____3 Learned new job in military service
_____4 Decided liked other job better
_____5 Not accepted as apprentice in trade
_____6 Other, specify_____

8. For what occupation was the student trained?_____

9. Rate the student with respect to the occupation listed.

SKILLS	How important is this skill for the job listed? 1 None 2 Slight 3 Much 4 Critical	How much of this skill was learned in high school? 1 Almost none 2 Some 3 Much 4 Almost all	Do you feel the student needed more instruction in this area? 1 Yes 2 No
Manipulative Job Skills. Skill at using or operating tools, materials equipment, and machines in the work.	1 2 3 4	1 2 3 4	1 2
Practical Job Knowledge. Knowledge of work processes, methods, and procedures.	1 2 3 4	1 2 3 4	1 2
Theoretical Job Knowledge. Basic principles and concepts concerning the practical work.	1 2 3 4	1 2 3 4	1 2
Mathematical Skills. Ability to use arithmetic or higher mathematics to solve problems on the job.	1 2 3 4	1 2 3 4	1 2
Communication Skills. Ability to speak, write, or sketch to communicate ideas.	1 2 3 4	1 2 3 4	1 2
Reading and Interpretive Skills. Skill at reading printed matter, blue prints, tables, diagrams, and charts.	1 2 3 4	1 2 3 4	1 2
Clerical Skills. Skill at keeping records, making out reports, and other types of paper work.	1 2 3 4	1 2 3 4	1 2
Personal Relations Skills. Skill at dealing with people, such as customers, co-workers, and other personnel.	1 2 3 4	1 2 3 4	1 2
Supervisory Skills. Skill at instructing, directing, planning, organizing, and evaluating.	1 2 3 4	1 2 3 4	1 2

EXHIBIT B

EMPLOYER QUESTIONNAIRE

Employee's Name_____ Employer_____

Person Providing Information_____

1. Please provide the following information for the employee named above:

   (a) Starting Date Mo._____ Yr._____ Leaving Date Mo._____ Yr._____

   (b) Describe the type of work?_____

   _____

   (c) Did the job require the employee to move to a new city? _____1 No _____2 Yes _____3 How many miles?

   (d) Is the work related to vocational course he/she took?
   _____1 Same trade studied
   _____2 Highly related
   _____3 Slightly related
   _____4 Completely unrelated
   _____5 No Information

   (e) On the whole were/are you satisfied with employee's work?
   _____1 Very satisfied _____3 Dissatisfied
   _____2 Satisfied _____4 Very dissatisfied

   (f) Earnings (Give $ per hr., wk., or mo.) Starting $_____per_____ Present or Leaving $_____per_____

2. What are the educational requirements for this job? (Check one)
   _____1 Eighth grade or less _____4 Some college
   _____2 Some high school _____5 College degree
   _____3 High school diploma _____6 Trade or business school

3. Is some sort of special training required of all persons hired for the job held by this employee?

   _____1 No _____2 Yes.....What?_____

4. Must an applicant possess a special certificate or license before being hired for the job held by this employee?

   _____1 No _____2 Yes.....Name_____

5. If the occupational training in our high schools were more adequate, it would reduce "drop outs" and increase the percentage of students who graduate.

   _____1 Yes, I agree _____2 No, I disagree _____3 No opinion

6. How important were each of these items in hiring this employee for this job? Circle the number of your response

   1= Very important 2= Important 3= Little importance 4= Does not apply

A. Attitude during the interview for the job	1	2	3	4
B. Work experience in high school cooperative program	1	2	3	4
C. Part-time work after school, Saturdays, summers	1	2	3	4
D. Vocational course(s) taken in high school	1	2	3	4
E. Vocational course(s) after high school graduation	1	2	3	4
F. High school courses that were not vocational courses	1	2	3	4
G. Help from a school counselor	1	2	3	4
H. Help from a vocational teacher or coordinator	1	2	3	4
I. Help from teacher or school personnel other than counselor or vocational teacher	1	2	3	4
J. Help of a relative or friend	1	2	3	4

7. Indicate the degree to which you agree or disagree with statements K to Q by circling the selected number at the right.

   1= Strongly agree 2= Agree 3= Undecided 4= Disagree 5= Strongly disagree

K. The vocational courses that your employee took while in high school were a deciding factor in hiring him/her for the present job.	1	2	3	4	5
L. The local high school(s) should offer about the same vocational courses in the future as they do now.	1	2	3	4	5
M. The local high school(s) should encourage more students to enroll in vocational courses	1	2	3	4	5
N. The local high school(s) should offer vocational training in more occupational fields.	1	2	3	4	5
O. If I had a son or daughter who wanted to be employed immediately after high school graduation, I would encourage him/her to take as many vocational courses as possible.	1	2	3	4	5
P. If the vocational education courses offered to our high school students were increased in number, I would vote to increase taxes (not to exceed more than one mill).	1	2	3	4	5
Q. The vocational courses at the local high school(s) are not long enough to adequately prepare graduates for a job that requires a specific skill.	1	2	3	4	5

8. Rate the skills listed below with respect to employee's present job? Circle the appropriate number.

SKILLS	How important in this skill for employee's present job? 1 None 2 Slight 3 Much 4 Critical	How much of this skill was learned in high school? 1 Almost none 2 Some 3 Much 4 Almost all	Do you feel the employee needed more instruction in this area? 1 Yes 2 No
Manipulative Job Skills. Skill at using or operating tools, materials equipment, and machines required for the job.	1 2 3 4	1 2 3 4	1 2
Practical Job Knowledge. Knowledge of work processes, methods, and procedures.	1 2 3 4	1 2 3 4	1 2
Theoretical Job Knowledge. Basic principles and concepts concerning the practical work.	1 2 3 4	1 2 3 4	1 2
Mathematical Skills. Ability to use arithmetic or higher mathematics to solve problems on the job.	1 2 3 4	1 2 3 4	1 2
Communication Skills. Ability to speak, write, or sketch to communicate ideas.	1 2 3 4	1 2 3 4	1 2
Reading and Interpretive Skills. Skill at reading printed matter, blue prints, tables, diagrams, and charts.	1 2 3 4	1 2 3 4	1 2
Clerical Skills. Skill at keeping records, making out reports, and other types of paper work.	1 2 3 4	1 2 3 4	1 2
Personal Relations Skills. Skill at dealing with people, such as customers, co-workers, and other personnel.	1 2 3 4	1 2 3 4	1 2
Supervisory Skills. Skill at instructing, directing, planning, organizing, and evaluating.	1 2 3 4	1 2 3 4	1 2

EXHIBIT C

INSTRUCTIONS

Most items on this questionnaire require only a mark or number to give your answer. Please answer all items ACCURATELY. The information will be STRICTLY CONFIDENTIAL.

Please return the questionnaire in the postage-paid, pre-addressed envelope provided.

THANKS FOR YOUR HELP ON THIS IMPORTANT STUDY

PLEASE MAKE NEEDED CORRECTIONS ON NAME AND ADDRESS.

1. Below are ways students are influenced to select a high school course. Indicate how important each was to your choice of the course you took in high school. Place the number to the left of each item.

1. No Influence 2. Little Influence 3. Some Influence 4. Much Influence 5. Major Influence

_____1 Books and magazines
_____2 Parents
_____3 Friend your age
_____4 Job opportunities
_____5 Part-time job
_____6 School teacher
_____7 School counselor
_____8 School principal
_____9 Course graduate
_____10 Other, specify below

_____

2. Did your school offer the course of studies you really wanted to take?

_____1 Yes....If Yes, did you get to take it? _____
_____2 No

_____1.1 Yes, I took the course I wanted.
_____1.2 No, I could not take the course I wanted because

_____

3. What did you do after high school graduation?

_____1 Looked for a full-time job
_____2 Looked for a part-time job
_____3 Went to college or university
_____4 Went to a public vocational-technical school
_____5 Went to a private trade-technical school
_____6 Went to junior college
_____7 Went into military service
_____8 Got married
_____9 Other, please specify_____

4. What are you doing now? (Mark all that apply)

_____1 Employed full-time (30+hours per week)
_____2 Employed part-time (-30 hours per week)
_____3 Attending college
_____4 Attending public trade/technical school
_____5 Attending private trade/technical school
_____6 Attending business-commercial school
_____7 In military service
_____8 Unemployed
_____9 Other, please specify_____

5. If you looked for a full-time job after graduating, did you find one?

_____1 Yes....If Yes, how many months did it take you to find the job? _____months
_____2 No
_____3 Did not look
_____4 Already had one

If Yes, what type of job was it?_____
If Yes, how did you get the job?

_____1 By answering a want ad
_____2 Private employment agency
_____3 State employment agency
_____4 Help of school teacher
_____5 Help of school counselor
_____6 Help of school principal
_____7 Help of school placement service
_____8 Help of friend or relative
_____9 Through school coop program
_____10 Other than above

6. If you were just beginning high school this Fall, which of the following would you do?

_____1 Take courses in the same vocational areas as you did before
_____2 Take courses in an area different from the one you took before
_____3 Not take any vocational courses at all

7. Was your first full-time job in the trade or field for which you were trained in high school? _____1 Yes _____2 No

If Yes: Indicate how well your vocational course prepared you for your first full-time job

_____1 Exceptionally well-prepared; training covered all essentials required by first job
_____2 Well-prepared on the whole: but there were some important gaps in training
_____3 Poorly prepared: much that I needed to know was not covered in vocational course

If No: Mark reason below.

_____1 Took no high school training
_____2 No job available in area of training
_____3 Learned new job in continuing school
_____4 Learned new job in military service
_____5 Lacked skills or qualifications
_____6 Did not want to move
_____7 Was too young
_____8 Decided I liked other work better
_____9 Not accepted as apprentice in trade
_____10 Other, specify_____

8. Were you unemployed for reason of health or hospitalization? _____1 No _____2 Yes-----How many months?_____

9. Do you have any disability or health condition that limits your employability? _____1 Yes _____2 No

10. Marital Status _____1 Single _____2 Married _____3 Other

PLEASE TURN TO OTHER SIDE

11. What was your major reason for taking courses after high school graduation?

_____1 Didn't take any
_____2 To improve H.S. vocational skills
_____3 To enter a different occupation than what I was trained for in H.S.
_____4 Acquire a skill my H.S. didn't offer
_____5 Obtain a skill which my H.S. offered but that I did not take
_____6 To work toward a degree in_____

12. If someone said that the vocational courses offered at your high school were in fields in which job opportunities existed, would your reaction be:

_____1 Strongly agree _____2 Agree _____3 Unsure _____4 Disagree _____5 Strongly disagree

13. Do you feel that the majority of Georgia's high schools offer the necessary basic occupational preparation for youth who immediately go to work after graduation?
_____1 Yes
_____2 No
_____3 No opinion

14. Do you feel more preparation for occupational life should be offered in high schools?
_____1 Yes
_____2 No
_____3 No opinion

15. If the occupational training in our high schools were more adequate fewer students would "drop out" and more would graduate.
_____1 Agree
_____2 Disagree
_____3 No opinion

16. If adequate vocational training and education were available in our high schools, how would you rate the relative importance of the following areas to be offered? Circle a number following each statement.

1.No importance 2. Little importance 3. No opinion 4. Important 5. Very important

A. Broad basic skills that would be used in a variety of occupations	1 2 3 4 5
B. Very specific training for a specific job (welder, typist, cook, dairyman, etc.)	1 2 3 4 5
C. Fundamentals (arithmetic, reading, writing, spelling)	1 2 3 4 5
D. Personality development (getting along with others, leadership, etc.)	1 2 3 4 5
E. Understanding the world of work (such as labor-management, occupational opportunities, labor laws, social security, production problems)	1 2 3 4 5
F. Occupational counseling and guidance services (such as learning about our own interests, aptitudes and abilities, then being helped to select a career)	1 2 3 4 5

17. Please give your frank opinion about the following items concerning your high school education. Circle a number following each statement.

1. Poor	2. Satisfactory	3. Good	4. Excellent
G. Quality of instruction from vocational teachers			1 2 3 4
H. Quality of instruction from academic teachers			1 2 3 4
I. Condition of shop furnishings and equipment			1 2 3 4
J. General physical condition of school			1 2 3 4
K. Guidance and counseling given to students			1 2 3 4
L. Help given students to find jobs			1 2 3 4
M. Opportunity for extra-curricular activities			1 2 3 4
N. Interest shown by teachers in student problems			1 2 3 4
O. Reputation of the school in community			1 2 3 4
P. Strictness of school in maintaining discipline			1 2 3 4

18. Rate the skills listed below with respect to your present job. Circle the appropriate number.

SKILLS	How important is this skill for your present job? 1 None 2 Slight 3 Much 4 Critical	How much of this skill was learned in high school? 1 Almost none 2 Some 3 Much 4 Almost all	Do you feel you needed more instruction in this area? 1 Yes 2 No
Manipulative Job Skills. Skill at using or operating tools, materials, equipment, and machines in your work.	1 2 3 4	1 2 3 4	1 2
Practical Job Knowledge. Knowledge of work processes, methods, and procedures.	1 2 3 4	1 2 3 4	1 2
Theoretical Job Knowledge. Basic principles and concepts concerning the practical trade work.	1 2 3 4	1 2 3 4	1 2
Mathematical Skills. Ability to use arithmetic or higher mathematics to solve problems on the job.	1 2 3 4	1 2 3 4	1 2
Communication Skills. Ability to speak write, or sketch to communicate ideas.	1 2 3 4	1 2 3 4	1 2
Reading and Interpretive Skills. Skill at reading printed matter, blue prints, tables, diagrams, and charts.	1 2 3 4	1 2 3 4	1 2
Clerical Skills. Skill at keeping records, making out reports, and other types of paper work.	1 2 3 4	1 2 3 4	1 2
Personal Relations Skills. Skill at dealing with people, such as customers, co-workers, and other personnel.	1 2 3 4	1 2 3 4	1 2
Supervisory Skills. Skill at instructing, directing, planning, organizing, and evaluating.	1 2 3 4	1 2 3 4	1 2

EXHIBIT D

PARENT QUESTIONNAIRE

INSTRUCTIONS

Most items on this questionnaire require only a pencil mark to give your answer.
Please answer all items ACCURATELY. The information will be STRICTLY CONFIDENTIAL.

Please return the questionnaire in the postage-paid, pre-addressed envelope provided.

THANKS FOR YOUR HELP ON THIS IMPORTANT STUDY

PLEASE MAKE NEEDED CORRECTIONS OF NAME AND ADDRESS.

1. The questionnaire was completed by graduate's..... ____1 Father ____2 Mother ____3 Guardian ____4 Other

2. What is the highest education level that you attained?
   ____1 Eighth grade or less
   ____2 Some high school
   ____3 High school graduate
   ____4 Some college
   ____5 College graduate

3. Do you hold a professional license or certificate as a result of any training (other than a college degree)?
   ____1 No ____2 Yes Name:_____

4. What is your present employment status?
   ____1 In military service
   ____2 Unemployed, looking for work
   ____3 Unemployed, not looking for work
   ____4 Employed full-time (30 or more hours per week)
   ____5 Employed part-time (less than 30 hours per week)

5. Briefly describe the major duties involved in that job_____
   _____

6. How many years have you lived in your present home or within 15 miles of your present home? (check one)
   ____1 Less than one year
   ____2 More than one, less that five years
   ____3 More than five, less than ten years
   ____4 More than ten years

7. How many different communities have you lived in since you were 16?
   ____1 One community
   ____2 Two to four communities
   ____3 Five to ten communities
   ____4 Eleven or more communities

8. How important do you think vocational courses were in the eyes of some people in relation to other high school courses when your son/daughter was in high school? Circle your response.

	Least Important Courses	About the same as other courses	More Important than most courses	Most Important courses in the school
Through eyes of classmates:	1	2	3	4
Through eyes of faculty:	1	2	3	4
Through eyes of other parents:	1	2	3	4

9. Below are ways students are influenced to select a vocational course. Indicate how important each was to your child's choice of the course taken in high school. Place the number to the left of each item.

   1. No Influence 2. Little Influence 3. Some Influence 4. Much Influence 5. Major Influence

   ____1 Books
   ____2 Parents
   ____3 Friend his/her age
   ____4 Job opportunities
   ____5 Part-time job
   ____6 School teacher
   ____7 School counselor
   ____8 School principal
   ____9 Course graduate
   ____10 Other, specify below
   _____

10. Did the school offer the vocational course you really wanted him/her to take?
    ____1 Yes.....If Yes, did he/she get to take it? ____ ____1.1 Yes, he/she took the course wanted
    ____2 No ____1.2 No, could not take the course wanted because
    _____
    _____

11. Indicate the degree to which you agree or disagree with statements A-E by circling the number at the right.

    1= Strongly Agree 2= Agree 3= No opinion 4= Disagree 5= Strongly Disagree

A. The vocational courses offered at the high school from which your son/daughter graduated were in fields in which jobs were available.	1	2	3	4	5
B. The local high school should offer about the same vocational courses in the future as it does now.	1	2	3	4	5
C. The local high school should encourage more students to enroll in vocational courses.	1	2	3	4	5
D. The local high school should offer vocational courses in more occupational fields.	1	2	3	4	5
E. The vocational courses at the local high school are not long enough to adequately prepare graduates for a job that requires a specific skill.	1	2	3	4	5

PLEASE TURN TO OTHER SIDE

12. The majority of Georgia high schools offer the necessary basic occupational preparation for youth who immediately go to work upon dropping out or graduating from high school.

_____1 No, I disagree _____2 Yes, I agree _____3 No opinion

13. More preparation for occupational life should be provided by our schools.

_____1 No, I disagree _____2 Yes, I agree _____3 No opinion

14. If the occupational training in our high schools were more adequate, it would reduce "drop outs" and increase the percentage of students who graduate.

_____1 No, I disagree _____2 Yes, I agree _____3 No opinion

15. If adequate vocational training and education were available in our high schools, how would you rate the relative importance of the following areas to be offered? Circle your response.

1= Very important 2= Important 3=No opinion 4= Little importance 5= No importance

AA.	Broad, basic general skills that will be helpful in a variety of occupations.	1 2 3 4 5
BB.	Very specific training for a specific job (such as welder, typist, dairy hand, cook).	1 2 3 4 5
CC.	Fundamentals (such as arithmetic, reading, writing, and spelling).	1 2 3 4 5
DD.	Personality development (such as ability to get along with others, accuracy, leadership, reliability, etc.).	1 2 3 4 5
EE.	Understanding the world of work (such as labor-management, occupational opportunities, labor laws, family relations, social security, production problems, etc.).	1 2 3 4 5
FF.	Occupational counseling and guidance services (such as learning about their interests, aptitudes, and abilities and then helping them select careers and courses).	1 2 3 4 5

16. In general, how satisfied were you with the overall high school education of your son/daughter?

_____1 Very satisfied
_____2 Generally satisfied
_____3 Generally dissatisfied
_____4 Very dissatisfied

EMPLOYMENT RECORD:

Give most recent experience first:
(Include Military Service)

Dates Employed	Occupation and Description of Duties Performed	Salary	Name & Address of Employer	Reason for Leaving
From: ___ ___ mo. yr. To: ___ ___ mo. yr.		Begin $____hr. End $____hr.		
From: ___ ___ mo. yr. To: ___ ___ mo. yr.		Begin $____hr. End $____hr.		
From: ___ ___ mo. yr. To: ___ ___ mo. yr.		Begin $____hr. End $____hr.		
From: ___ ___ mo. yr. To: ___ ___ mo. yr.		Begin $____hr. End $____hr.		
From: ___ ___ mo. yr. To: ___ ___ mo. yr.		Begin $____hr. End $____hr.		
From: ___ ___ mo. yr To: ___ ___ mo. yr.		Begin $____hr. End $____hr.		

APPENDIX F

Teacher Preparation Institutions

Business Education

Albany State College
Albany, Georgia 31705

Armstrong State College
Savannah, Georgia 31402

Berry College
Mount Berry, Georgia 30149

Augusta College
Augusta, Georgia 30904

Fort Valley State College
Fort Valley, Georgia

Clark College
Atlanta, Georgia

Georgia College
Millegeville, Georgia

Georgia State University
Atlanta, Georgia

North Georgia College
Dahlonega, Georgia

Georgia Southern College
Statesboro, Georgia

Georgia Southwestern College
Americus, Georgia

University of Georgia
Athens, Georgia

Valdosta State College
Valdosta, Georgia

West Georgia College
Carrollton, Georgia

Distributive Education

University of Georgia
Athens, Georgia

Agriculture

Fort Valley State College
Fort Valley, Georgia

University of Georgia
Athens, Georgia

Home Economics

Georgia College
Millegeville, Georgia

University of Georgia
Athens, Georgia

Georgia Southern College
Statesboro, Georgia

Fort Valley State College
Fort Valley, Georgia

Berry College
Mount Berry, Georgia

Morris Brown
Atlanta, Georgia

Trade & Industrial

Savannah State College
Savannah, Georgia

University of Georgia
Athens, Georgia

Industrial Arts

Georgia Southern College
Statesboro, Georgia

University of Georgia
Athens, Georgia

Berry College
Mount Berry, Georgia

Savannah State College
Savannah, Georgia

Colleges or Universities with Teacher Preparation Programs

A. Albany S.C. - 1
B. Armstrong S.C. - 1
C. Augusta C. - 1
D. Berry C. - 1-4-6
E. Clark C. - 1
F. Fort Valley S.C. - 1-3-4
G. Georgia C. - 1-4
H. Ga. Southern C. - 1-4-6
I. Ga. Southwestern C. - 1-4-6
J. Ga. S.U. - 1
K. Morris Brown - 3
L. Savannah S.C. - 1-5-6
M. U. of Ga. - 1-2-3-4-5-6
N. Valdosta S.C. - 1
O. West Georgia - 1

Programs

1. Business Education
2. Distributive Education
3. Agriculture Education
4. Home Economics
5. Trade & Industry
6. Industrial Arts